

THE
MASSACHUSETTS TEACHER.

JANUARY, 1864.

Volume XVII. GEO. A. WALTON, Editor for this Month. Number 1.

THE NEW YEAR.

NEW YEAR'S DAY! How many and how varied the associations entwined round the name! But, says some sapient one, the New Year is after all an arbitrary institution of human convenience; and straightway he sets his face against the making it a special occasion for the interchange of gifts and good wishes.

But, sapient one, much learning hath made thee stoical. It is true that it is an epoch of man's making. It is undeniable that there is, in the nature of things, no reason why the year should begin at the winter rather than the summer solstice, in January rather than in June or September. Indeed, every day is the beginning of a new year, if we choose to regard it so. But yet, sapient one, it is very wise and well to have such an epoch. When once established and recognized, it soon becomes the centre of myriad associations of human interest. Once set apart from other days as the birth-time of a new twelvemonth, and very soon is it made sacred and Sabbath-like in the hearts of men.

It is well, not only in this social point of view, but from the more solid considerations of its convenience and utility. Time, to be sure, is continuous duration, and we might dispense with this dividing it into years. So the *Encyclopædia Britannica* is con-

tinuous, and might, for unity's sake, be bound up in one huge, elephantine book ; but even our sapient one, we fancy, would prefer it in its twenty-one manageable quartos. And so it is well that this life-book should be divided into its annual volumes for easier handling ; and that the opening leaf of each tome, like the illuminated title-page of some ancient missal, should have somewhat of holiday embellishment.

But, if the year be a book, it is one in which we are to write rather than to read, and in that light we love to view it. The school-boy, as he looks back over the copy-book he has nearly filled, at the sprawling capitals and the black blots scattered here and there, thinks to himself that there is small inducement for endeavor to make the few remaining pages "fair to see;" but the next book, he resolves, shall be kept *so* nice and written *so* beautifully, all the way through — not a blot or a bad letter in it! Is it not with very similar feelings that we children of a larger growth approach the final pages of the copy-book which Time yearly gives us? We look back at the leaves we have already written. There is little that we can view with complacency, few fair lines and many bungling blots, much that we would fain erase or rewrite: but that cannot be, and we hardly care how we finish it. We will make amends for it, we think, in the new book we shall begin on the new year's day — *that* shall be penned *so* handsomely throughout! But do we ever write out the book as we resolve it shall be written? And, should we be allowed a fresh trial even threescore and ten times, would there be one book from all the number unblemished as we would have it?

Gentle reader, a new life-volume, with its white, unstained pages, is given thee. May the twelvemonth tale thou shalt write in it (we pray that the pen be not snatched from thy hand ere thou hast filled all its pages!) be a happy one, happier than any in the tomes thou hast laid in the alcoves of the past! May it be a tale of innocence and improvement, of growth in all that is good and noble, and of increase in all the varied wealth of wisdom! May it tell of loyalty to your native land, of heroic daring, if need be, in her defence, of ready self-sacrifice, of serene resignation to whatever, in the hour of her agony, she may call on you to do or to endure for her sake! May no leaf, writ with trembling hand, and

blotted by thy tears, bear the record of loved ones estranged or dead; and may none be wet with the salter tears of remorse shed for thine erring self! Not that we would have it a staid, sober, sermon-like chronicle, without a song or a picture from beginning to end. No, gentle reader; may there be many a merry chapter, many a light lay of love to relieve and enliven it, many a little episode of fun and frolic and harmless festivity, with careless sketches drawn by the free pencil of Mirth, and cloud-palaces gorgeous as Fancy can paint them! May it be as varied as thou couldst wish, so its contrasts be not those of virtue and vice, and its transitions not those from joy to wo! In sooth, gentle reader, may it be so fairly penned, so clear and complete in every part, that there be not a line or a letter thou couldst wish to erase or to change, as thou shalt close it and lay it aside! So shall it be to thee indeed a *happy* year.

SOME VIEWS IN REGARD TO EXHIBITIONS AND EXAMINATIONS.

MANY teachers are opposed to giving public exhibitions of their schools, on the ground that the preparation therefor requires so much of the time which should be devoted to the ordinary and more profitable work of the school; that it deranges the whole machinery of their schools by distracting the minds of the pupils during several weeks, so that no good recitations are made and the prosecution of the prescribed amount of work is greatly hindered, while the pupils are engaged in preparing declamations, essays, music, gymnastics, and other exercises which assist in making up the programme of a modern school exhibition.

When such evils attend the preparation for an exhibition, we cordially agree with those teachers in seriously questioning the propriety of sacrificing so much of the solid and disciplinary work of the school for the sake of a public show, since it is without doubt much more for the true interest of any school that it should proceed uninterruptedly and quietly with its accustomed work than that it should be thrown into confusion by the introduction of new exer-

cises, the object of which is only to amuse the public and delude them with the belief that the institution is in an unusually flourishing condition. But we have reason to believe that exhibitions are too often got up in this very hasty and disorderly manner. All thought of preparation is neglected till a few days or weeks before the time appointed for the occasion, when, all at once, in order to be ready in season, it is deemed necessary to lay aside or considerably shorten the usual exercises, and make special preparations for the grand display. Perhaps declamations have not been required before; now the whole school must be examined in this department, and the most promising cases selected to receive particular training. Music, an important feature in an exhibition, although perhaps until now neglected, must be obtained in some way or other, and the school is consequently put through a course of special training in this department, in order that it may furnish a few pieces to vary the exercises of the occasion. Free gymnastics constitute, now-a-days, a very popular branch of school training, and the public expect to see some display of muscle at every exhibition; in order to cater to which commendable taste in the arrangement of a programme, the school must be daily drilled in the execution of a few simple arm and head movements. By this the public will be assured that the physical culture of the dear ones is not neglected at the same time that the intellect is so severely tasked. Dialogues must be selected, learned, and rehearsed, essays written and corrected, perhaps entirely rewritten by the anxious teacher, feats in combining numbers prepared, drills in concert reading and other general vocal exercises given, and, in short, everything considered important or desirable in a school exhibition of the present day, set about in good earnest, to the almost utter neglect of the less showy but more profitable and genuine work of the school. This is not an exaggerated statement of the way in which exhibitions are prepared at some institutions, and where such is the case their approach is justly to be dreaded.

In some institutions the great object in getting up an exhibition seems to be to furnish a display of what theatrical, musical, or gymnastic wonders a school can perform, with a short special drill therefor. Aware that both the committee and community expect to witness the achievements of the pupils in certain departments,

and yet, dreading as a bugbear the labor attending the preparation for such an exhibition, many teachers reluctantly and at the last moment set about performing their unwelcome task in good earnest. It would appear that a school exhibition should furnish a sample of the work usually produced in the school, in certain departments, possessing general interest, and not a display of entirely new exercises, prepared only for the sake of pleasing the crowd, and meeting the requirements of a school committee.

An artist in painting or sculpture would not, as specimens of his work on exhibition, furnish dramatic readings, nor would a horticulturist offer, at a fair, specimens of cabinet-work. It is expected that each department will show examples of its own kind of work. No more should a school exhibition contain exercises entirely foreign to the usual exercises of the school. We do not believe in devoting much time to special preparation for a public performance of a common school. All those exercises which are interesting to a mixed assembly and at the same time of real advantage to the pupils, such as singing, declamation, calisthenics, should be parts of the daily or weekly programme, from which the best and most attractive portions should be selected to present to the public; and if such do not constitute a part of the usual exercises, they should not be specially prepared to form an exhibition, which, to be honest, ought to consist of the customary exercises of the school. In every school there should be, and in every well ordered school there will be, a large supply of material always in readiness from which, at any time, selections can be taken to make up the programme of an exhibition, and such an exhibition as will be a fair sample of the ordinary school work.

If provision for this were made a more prominent matter in laying out the work for a school, there would be less complaint than there now is of the care and disorder attending the preparation for an exhibition.

Public examinations, as usually conducted, do not show the true condition of the scholarship of a school, for too much is attempted and too little done to show the attainments of each scholar. It is the common practice to examine orally, in one day, about a dozen classes in as many different subjects, going over in that time the whole ground traversed during the previous year. One half hour

for a class of twenty allows a little more than one minute for the recitation of each pupil, in which time he may or may not do well. The fact of his succeeding or failing, however, cannot be taken as evidence of his readiness or want of readiness upon the whole subject in which he is undergoing examination. It often happens, as is well known, that from temporary embarrassment, or perhaps from being called to recite upon some portion of the subject not comprehended, while the rest is well understood, a good scholar will fail at an examination to make a fair appearance, and on that account produce an undeservedly unfavorable impression on the minds of the visitors, much to his or her chagrin; while another pupil, habitually indolent or dull, being called up on one of the few subjects on which he is prepared, will make a fine recitation, and gain the unmerited credit of superior scholarship. The fact is, it is impossible for the members of a school to show in the short time usually allowed for a public, oral examination, whether their training has been good or bad, or whether their attainments are moderate or extensive. It is, moreover, natural for a teacher, when the public have assembled to witness the results of his year's operations and to form their estimate of his services from the displays made then and there, to be anxious that both his pupils and himself should present as favorable an appearance as possible, knowing as he does, that his reputation as a competent and successful instructor, depends upon the impressions created by the exercises of that one day. Feeling this anxiety, it is natural that the teacher should present the brightest side outermost, and make the case of his pupils as easy as he is able. In homely phrase, he will, very likely, "pull wool over the eyes" of both parents and committee, so that they will not see as much of the true condition of the school as they may flatter themselves that they do. That a public examination can be so conducted by a teacher that the spectators shall be highly edified, while yet the proficiency of the pupils is extremely moderate, is evident to every teacher who is required to to make a public examination of his school each year.

There are two ways of examining a school in order to ascertain its condition as respects scholarship, either of which is a sure test. One is to visit the school when performing its daily work in its every day dress, without the superficial show of a public examina-

tion. There is no school which will not show its true condition in two or three visitations.

It is only at such times when the pupils are composed and free from all confusing excitement, that they can do themselves justice and display their real attainments. Parents and committees are very remiss in this matter of visiting the public schools on other than public days, and we wish some means could be devised to make their visits more frequent. The second method of testing the proficiency of scholars is by written examinations; and this would appear to be the most satisfactory method of all. When series of questions are prepared, embracing in their range the whole of each subject, and each pupil is allowed ample time in undisturbed quiet to write out full answers to every question, there can be no doubt that the result will show whether he is well prepared, or not, upon the various branches in which he may undergo examination. We believe that were a system of rigid written examinations in more general use than at present, our schools would take a higher stand for scholarship than they even now do. We know of a school where the whole body of pupils is subjected twice in the year to a thorough written examination in all the branches pursued during the previous six months, each examination occupying a week. The effect of such an exercise cannot fail to be salutary in the highest degree to the scholarship of the institution. In such an examination, there is no chance for deception whatever. All the pupils sharing the same advantages, the result in each case must be a fair exhibition of the attainments of the pupil, and must show his true rank as no other method of conducting an examination can show it. But this kind of examination presents no attraction whatever to beholders. Stillness reigns, broken only by the scratching of pens upon the paper, or by the clicking of pencils upon the slates, and until the papers are completed nothing can be more dull for the visitor than watching the pupils as they proceed with their work, and counting the minutes and the hours as they slowly roll away. The work completed, however, the reading of the papers often furnishes no little amusement; and no mean entertainment might be afforded to the assembled friends of the school by a public reading of a few of the most excellent as well as a few of the poorest, whose ludicrous errors might, after such a reading,

not be repeated. But it is time that a public school examination should no longer be considered a public show. Its object should be, as its name imports, to ascertain the true position of every scholar in every branch of study, which fact can be reached in no way so satisfactory as by requiring full and carefully written statements.

X. Y. Z.

GEOGRAPHY: HOW SHOULD IT BE TAUGHT?

Not, we reply, wholly from books; nor should books be ignored. But preliminary to the study of Geography, as much as comes within the pupil's observation of the topography of the earth should be taught. For example, we are in a country village, and occupied five hours a day with a class of little children; one has come, this pleasant morning, down Sumner's Hill; another has crossed the causeway by White's Mill; a third has gathered dandelion blossoms from the bank between the road and Lake Ænon near the village, and so on.

The time arrives which we devote to a familiar talk with the pupils upon common things, — things which they may have seen; perhaps our subject is the hill they have come down; the attention is directed to other hills, the imagination to mountains, whose tops can only be reached by a ride of a long half day; and to some that are even higher than this, whose heads are away above the clouds; to mountains that have openings at their tops, where fire and smoke are continually sent forth; we show them a picture of such a mountain, or draw it upon the board, and give its general name.

At a subsequent, lesson the school-yard is our topic; assisted by the children, we represent the yard upon the board, with the road, and the adjoining common, or whatever else we see.

We talk at another time of the lake, of its beautiful lilies, of the fish, of the boats, or of whatever of interest suggests itself, of the islands, the sandy beach, the headlands, the little bays. The lake is just a mile long, and half a mile wide; we impress these distances with others upon the mind, and fix the idea of direction. We talk also of the little brooks that run down the neighboring hills and crook about through the long, smooth, and narrow valleys

that slope gradually down to its sides, — of the sources whence they spring, of their swollen condition after the heavy rains. We trace the outlet of the lake to the great ocean into which its waters empty. Some of the pupils have seen the ocean; we let them give their own ideas of its appearance, — let them tell of the ships, of the beach, of the birds, of the fish; we try to enlarge their ideas of its vastness; we talk with them of the monster whale, of the sea turtle, the walrus, of the mountains and fields of ice.

After these, come many more things to be considered; animals of every kind, birds and creeping things; plants, trees and fruits; heat and cold, winter and summer; water and ice; clouds and vapor, snow and rain; rocks and soils, and some of the thousand relations and uses of all these.

And then, at what age we cannot say, will come the study of Geography; — for all this is not Geography any more than a familiar conversation upon the various parts of a house, the windows, the doors, the sills, etc., is architecture.

Some careful teachers, after teaching thoroughly the geography (?) of the village, the town, or the city, advance to the neighboring town, thence to the county, thence to the state, and so on; — enlarging their range till the earth is at last embraced. To this plan we decidedly object. The child can no more have an adequate idea of a county or a state than of the whole earth, unless the section comes within the power of his observation, — if he depends upon the representation, he may as well have a representation of the whole as of a part.

The systematic study of Geography should be begun with the globe. If you have not one, any globular body may be shown to the pupils, an apple, an orange, a pumpkin, or a ball of wood. Its properties should be discussed, its form, its circumference, its diameter; its hemispheres should be shown, — its equator, — the equator as a great circle may be illustrated; an axis may be made, and its revolutions shown; its latitudinal and longitudinal distances may be explained — measurements in degrees, the great and lesser circles. And after all these points have been well considered, the child may be told that the earth on which we live, is a vast globe, differing in size but not materially in form from these. Give the earth's form definitely; labor to give some idea of its

size, its circumference, its diameter, the equator, — show where it cuts the sky ; — its meridians ; — trace in the heavens the meridian of your own locality, and the axis to the polar star. Explain its daily rotation, the direction in which it turns, and the resulting phenomena. Illustrate the rate of its motion on its axis, its distance from, and motion around, the sun. Show the zones. Consider the surface of the earth as being divided into land and water ; show the relative proportions of these by reference to a colored globe, or better, perhaps, a slated globe upon which you have outlined the continents ; fix in mind the shape of the lands, and the shape of the oceans. Transfer these forms to the board ; let the pupils trace them in whole or in parts upon their slates, or upon paper ; they will by these frequent drawings practically learn to look upon maps as pictures of portions of the earth, and be fully prepared to use maps in place of the globe.

Next consider the reliefs of the lands ; show on the map or the globe, the representation of the great mountain chains of the earth, the table lands, the plains, the slopes. From the mountains flow the rivers ; consider these in systems. See next what are the relations of the land and the water of the earth ; here some of the obvious properties of the atmosphere demand attention, as the great medium of communication between these mutually dependent portions of the earth's surface, its currents or winds, their modifications by the rotation of the earth, the contour of the land, and the situation of the mountain systems. Here consider rains ; fertile regions ; deserts ; situation and the cause of salt lakes, etc. We now come to climate, and thence proceed to organic nature, to plants and animals, and finally to man.

We are now prepared to make a careful study of that particular part of the earth which we inhabit, the United States. We have traced an outline of North America, and have drawn the great rivers and mountain chains. We now direct attention to the political divisions of North America, and proceed directly to study the great physical features of the United States ; we note its peculiar fitness for the wants of man, its vegetable and mineral resources, its climate, soil, etc. In our study we embrace the history of its discovery and its early settlement, and study till we embrace all that pertains to the country in general, when we arrive at the more

detailed study of the several political divisions, with their modes of life, their communications, their institutions, etc.

We believe with this or a similar course, children in a comparatively short time would master the subject of Geography ; which is what few at present ever do. One lesson of a half hour is time enough to give an attentive child a good idea of all the great mountain systems of the earth. We protest earnestly and confidently against the process so laboriously and so unsatisfactorily pursued, of following a text-book from state to state, through the vast maze of town and country, lake and river, boundary and definition, till at last the mind is overburdened with a mass of unclassified details, and the child feels as a caged animal does that attempts to liberate himself, by gnawing his way out. When the poor prisoner is free, he looks with pity upon himself, and with contempt upon the mass of rubbish that entrapped him.

For very shame, let us escape from such working in the dark, and conform our teachings to the obvious demands of the human mind.

BENJAMIN ABBOT AND WARREN COLBURN.

AMONG the names of honor on the catalogue of American teachers, none, perhaps, stands higher than that of BENJAMIN ABBOT, for fifty years the Preceptor of Phillips Exeter Academy. He was a gentleman, in the best sense of the word, a far better sense than the common conventional one. "Manners and morals meant the same thing to him in his life, as well as in his Latin lexicon." He was a scholar — foremost among the scholars of his day, as he was first among its teachers. Not content with the laurels won at Harvard, he continued a student to the last of life. "He knew" — to quote again from the eulogium of one of his pupils, — "that, among regal minds, progress is the supreme law ; and he was not content to sit by the roadside, a wondering spectator, while the grand procession moved on. He did not, like some men, merely mark time, but he fell into line and marched." He was a student of human nature as well as of books, and he knew *the human nature of boys* as few men have known it. He knew,

too, how to govern. "If of the various attributes of a teacher he had any one in preëminence, it was the attribute of imperial authority,—the *auctoritas* of Cicero."

Dr. Abbot has often been compared to Dr. Arnold. Both as a man and as a teacher, he had many characteristics which marked that most eminent of modern schoolmasters. It is said, by the by, that an "old boy" of Rugby, on visiting Exeter, some years ago, was struck with the strong points of resemblance between the two schools.

When Dr. Abbot resigned his position, in 1838, at the expiration of half a century of service, there was a grand gathering at Exeter of his old pupils. More than two thousand had graduated from the Academy during his preceptorate, and now they came thronging back to do their old instructor reverence. "They came from the senate-chamber, the cabinet, the court-room, the gubernatorial chair, the hall of the university, the pulpit, the fields of literature, and the laboratory of science; and they held a high festival of the heart. * * Daniel Webster presided on the occasion, assisted by Edward Everett—the Demosthenes and the Cicero of the American forum." Eloquent speeches were made by them, and by many others whose names are among the most honored in our history; and after the dinner, Mr. Webster, in behalf of the pupils present and absent, presented to the venerable teacher a massive silver vase, as a token of their respect and reverence.

No other school in the country could call together, on a festive occasion, so brilliant a company, and claim them all as her foster-children. And the roll of the assistant teachers of Dr. Abbot, during the half-century, is no less remarkable. Among the number were Daniel Dana, D. D., who for a time was President of Dartmouth College, Nathan Lord, who has recently resigned the same honorable position, President Walker and Prof. Bowen of Harvard, Judge Thacher, Judge Emery, Judge Ware, Nathan Hale, senior editor of the Boston *Advertiser*, Joseph S. Buckminster, Alexander H. Everett, and Henry Ware, Jr.

But we are forgetting what we took our pen to write. It was not a sketch of this eminent instructor that we were going to give you, but a single fact in regard to his methods of teaching, which

we learned, not long ago, through one of his pupils, and which may never have appeared in print. Although the Academy was considered strictly a classical school, every pupil was required to study that admirable little manual, which has done more to give the youth of this country a practical education than any other text-book, — *Warren Colburn's First Lessons in Numbers*. The older students often ridiculed the idea of using such an unpretending primary book in classes of their grade, but they soon found that to master it completely was no mere child's play. The main use which Dr. Abbot made of it was not so much to teach his pupils arithmetic, as to train them to think clearly and reason correctly. In his view, it was not so much "*First Lessons in Numbers*" as *First Lessons in Reasoning*. And who can tell how much the great thinkers who received their early training in Phillips Exeter Academy, — great jurists, great orators, great statesmen, who remembered their old master with such loving, grateful reverence, — may have owed to the drill which they had in that little book of Warren Colburn's?

We are very sure that Dr. Abbot did not see in the *First Lessons* the "abrupt transitions" which certain critics of our day have fancied that they detected there. It is safe to say that he, like every teacher capable of comprehending the plan of the book, saw no transitions more abrupt than the author meant to make them for the purposes of mental development and discipline. He did *not* mean to make the path of the child like the inclined planes of a railroad grade, up which he might go without knowing or suspecting that he was not travelling on a level; but rather, by an admirably arranged system of progressive exercises, to give him the strength which should enable him, now and then, to climb a hill or leap a ditch in his pathway. Those who would cut down the hill and fill up or bridge over the ditch, do not understand the book, do not understand their work as teachers, have not even learned the meaning of the word *education*. A truly "progressive" text-book, in any science, is one which steadily increases not merely the *knowledge* of the pupil, but his *wisdom*. It aims not so much to burden his memory with facts and formulas, which, like the Old Man of the Sea in the Oriental tale, will compel him to bear them on his back and be their helpless slave; but to cultivate

and strengthen his reasoning powers, that he may make facts and formulas his "nimble and airy servitors," ready, like Ariel, to do his bidding,

"be 't to fly,
To swim, to dive into the fire, to ride
On the curl'd clouds."

In this best sense of the word, Colburn's First Lessons is "progressive;" the "abrupt transitions" are an essential part of the plan; and to attempt to "improve" upon the plan in that respect, would inevitably be to *spoil* it. q.

SCHOOLMASTERS AS THEY WERE.

DR. DREW, in recently addressing the students at the Kildare Street (Dublin) Training Institution, said: "It is only a few years since several gentlemen were employed by the government to visit Liverpool, Manchester, and other large towns, in order to ascertain the state of schools and teachers of an humble description. In a lane they found a large attendance of boys at a school. While the gentlemen were putting various interrogatories to the schoolmaster, two men began to fight in the street. The master suddenly left his visitors, rushed to the door, and shouted to his delighted scholars, 'Boys, come along; here's a fight!' In a moment the scholars and their teacher had disappeared, and the visitors, astonished and confounded, found themselves the solitary occupants of the deserted academy! On another occasion, they found a large number of boys in a school, under the superintendence of a teacher who appeared in no wise pleased with the intrusion and inquiries of his visitors. They inquired as to what branches he taught—Grammar? Yes. Arithmetic? Yes. Geography? Yes. Reading? Yes. Morals? 'Morals!' exclaimed the indignant teacher; 'morals? Certainly not; morals belong only to girls' schools.' From a state so degraded, ignorant, and deplorable, we are gradually emerging."

Resident Editors' Department.

OUR MAGAZINE.

OUR new year's greeting we have given you in the opening pages of this number. We must add a few words here, rather in a business way.

Our magazine is the property and the organ of the State Teachers' Association of Massachusetts. It is conducted by a few of us, who—though we “say it that should n't”—do a good deal of work, with no compensation except the honor of parading in print, a dozen times in the year, as the “Resident Editors.” Of course, that same honor is a rich reward for all our labors; *but*, before any body makes himself miserable with envy of our dignity, he would do well to look into the matter and see if, after all, he would become our “substitute” in the service without something of a bounty in addition to the glory. We say this, neither to magnify our disinterestedness nor to complain of our unremunerated labor; but merely as introductory to an appeal to you to do at least something to aid us in our efforts for the good cause—the cause of popular education—in other words, the cause of sound learning, of good morals, of true patriotism. It is your cause no less than ours; and, as a teacher, it is your duty to yourself as well as to your fellow-teachers, to work for it. We give our services as editors. Will not you give your subscriptions? We give whole days to preparing the magazine for the printer, and piloting it through the press. Will not you give one dollar toward paying the printer? Give it, do we say? While we must content ourselves with our airy dividend of editorial honor, do you not get a substantial return for your money in the reading matter furnished you?

But we want to ask something more of you than the contribution of your individual dollar. Can you not, with a very little effort, induce some of your fellow-teachers to give us their dollars? From our own experience in this kind of work, we are satisfied that there are hundreds—perhaps thousands—of teachers in Massachusetts, who would subscribe for our magazine, if only their attention were called to it. There are many who hardly know of the existence of the *Teacher*. Let them but see a number of it, and, like Oliver, they would ask for more. Look about among your friends, and see if you cannot find a few such.

Then, again, there is another class who have heard of the *Teacher*, and know something about it, but who can't, for the life of them, tell why they have not subscribed for it. You will see that in nine cases out of ten, they seem rather *ashamed* to tell you that they do n't take it. They cannot say that they “can't afford it,” for they are receiving liberal salaries; very likely among the best paid in the State. Follow them up closely, and you are sure of them. Do n't let them dodge you! Even if they do n't really want to take the magazine, you are doing them a service by inducing them to do it. Like an unpalatable medicine, it will do them good, and they will thank you, some day, for urging it upon them.

Now and then, you find a man who says frankly that he does n't want the *Teacher*, do n't think it worth the dollar. It does not become us, of course, as the pedler in Hood's poem phrases it,

"To crack our own trumpet up, and blow it"—

but, without hinting what *we* think the *Teacher* is worth, we may modestly remind such hypercritical people that among its patrons and its writers are to be found not a few of the best teachers in Massachusetts, men who are *facile principes* ("old Italian" for *indisputably A No. 1.*) in the profession, Gamaliels in the educational Israel, at whose feet we—even we, the Resident Editors, to whom possibly some pedagogic fledgling may reverently look up—are fain, in all humility, to sit. Whatever may be our personal short-comings, if the contributions of such men to the *Teacher* in the course of the year are not worth *one dollar*, we think our hypercritical friends themselves had better send us a few articles. We shall ever be as grateful for help in the literary, as in the financial department of the periodical.

But shall we offend, if we venture very mildly to suggest that possibly the deficiency may be in the critic, and not in the *Teacher*? Is not such over-fastidiousness sometimes the result, conscious or unconscious, of an inability to appreciate what is meritorious? Do not many people make the mistake, as Coleridge felicitously expressed it, of thinking that they "understand the ignorance" of a writer when they are merely "ignorant of his understanding?" At any rate, we do know that people sometimes *outgrow* this contempt for the *Teacher*, and it is not unreasonable to suppose that it is because they have become wiser, not weaker intellectually. We know of one person at least, with the reputation of being a rising man in the profession, who, after taking the *Teacher* for several years because he was asked to do so, did, not long ago, carefully gather up the dusty, discarded numbers, and have them bound, and give them a place of honor among his educational books.

We cannot close without once more urging you to make a little effort to extend our circulation. We regret that we cannot hold out extravagant inducements to those who will get us new subscribers. We have no reduced prices for clubs. We have no gorgeous list of premiums to be distributed among our patrons. We shall not promise you the two-hundred-and-fifty-thousandth fraction of a chance of securing a grand piano, or a gold watch, in return for the dollar put into our literary lottery. We cannot promise you a thousand-dollar (or better) situation as a prize—unless, perchance, through our "educational intelligence," you get track of a vacant one which otherwise you would never have heard of, and "go in" as a candidate and win it—all which *might* happen, you know. Neither can we promise anything very spicy or "sensational" in the prospective reading matter of the new year. Sylvanus Slobb, Jr., will *not* contribute to our columns a great American novel to be called "The Bloody Ferule, or the Bluebeard of the Village School;" nor will Mrs. Emma A. B. C. D. Northworth adorn our pages with her soul-stirring, heart-thrilling romance of "Pedagogina Penwiper, or the Persecuted Schoolma'am of Peanutville." We are conservative, and old-fashioned—not at all "up to" the modern improvements in magazine management. All that we can say is, give us your dollar, get your friends to give us their dollars, and we will do our best, with the coöperation of our twelve brethren, the monthly editors, to give you back your money's worth in the course of the year, and the legal six per cent. interest in addition.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE NINETEENTH ANNUAL MEETING of the Massachusetts Teachers' Association commenced its sessions in Mercantile Hall, Boston, Monday, Nov. 23d, at 10½ o'clock, A. M.

The Meeting was opened with prayer by Rev. Dr. Lothrop of Boston.

Dr. Lothrop addressed the Association in behalf of the City Government, his Honor, Mayor Lincoln, being unavoidably absent. Dr. Lothrop, in welcoming the Association to the city, expressed the hope that the meetings would be successful in promoting the objects in view. No persons have a right to feel that they are engaged in a more important work than those who are occupied in the great work of popular education. The whole glory of this State, the present grand attitude in which the State stands before the whole country, the fidelity with which it has come up to the great emergency of the nation, is to be attributed to the fact that the mass of the people of Massachusetts have been better educated, for four or five generations past, than those of any other State in the Union. The men and women who have been doing this work during these generations, are entitled to our reverence and gratitude. It is a great and noble work; and the first element of the work is self-improvement. In conclusion, Dr. Lothrop expressed the hope that the meetings would be interesting and instructive.

J. D. Philbrick, Esq., Superintendent of Schools, expressed his hearty interest in the object of the meeting, at the same time welcoming the teachers most cordially to the city. He welcomed his old associates, with whom he had worked year in and year out for a long time. It was not his good fortune to attend the first meeting of the Association. He knew its history and works; and its works praise it. He believed it had been one of the most successful instrumentalities in promoting education in Massachusetts during the last seventeen years. In December, 1847, four teachers, including himself, assembled at the U. S. Hotel in this city to look over the proofs of the first number of the Massachusetts Teacher, and to decide on a name for the journal. A small edition of sixteen pages was issued for the first of January, 1848. Now we can point to sixteen volumes, which constitute a prominent part of the educational literature of the country.

Dr. Geo. B. Emerson, being called up, said: He thought it hardly respectful to such an audience to attempt to address them unprepared. Many years ago he was in the habit of speaking to teachers frequently, but all his old speeches were long ago laid away and the labels were lost. He could only express the great pleasure it gave him to see so many teachers assembled to improve themselves in the best work to which men and women ever consecrated themselves. No person living more heartily sympathized with teachers in their work, their troubles, their embarrassments—being alone the greater part of their days, without help, without sympathy—than he did. He had been through the work, and knew how to sympathize with teachers. He rejoiced to know that the teachers of the State were accustomed to meet from year to year, thus to encourage each other, and to see that strong men and women, great hearts and noble souls, are engaged in the work. They thus see that they are not alone, but that they have the prayers of good men and good women everywhere, for their success. He was glad to see by the programme that the teachers were asking "what next" is to be done. It is true.

that teachers have only made a beginning. The great work is still before them. It is important to assemble to find out how to teach better and what ought to be taught, by bringing together the contributions of each others' thoughts, experiences, and aspirations.

The President, W. E. Sheldon, Esq., responded. He expressed his sincere satisfaction in receiving those words of welcome from each of the gentlemen who had addressed the Association. It was indeed a great honor to receive so complimentary a recognition, and to be welcomed to the city of Boston so heartily. This city was one which, among its first acts, made provision for the universal education of the people. But all has not yet been accomplished. There remains a great, open field, in which the young men and young women of the State may continue to labor.

A committee on the nomination of officers for the ensuing year was appointed.

The Treasurer, J. A. Page, Esq., made the following report, which was accepted and referred to an auditing committee. Gross receipts since the last meeting at Worcester, September 1, 1863, \$3399.25. Total disbursements during the same period, \$2884.83. Balance in the treasury \$514.42. The committee subsequently reported that they had examined the report, and found it accurately kept and properly vouched for.

The meeting then adjourned to 2½ o'clock.

AFTERNOON.

The hall was filled at the opening of the session, and after some preliminary business, Rev. Thomas Hill, D. D., President of Harvard College, was introduced as the lecturer for the afternoon.

PRESIDENT HILL'S ADDRESS.

President Hill thought that a general scheme for the guidance of liberal education might be safely built only upon one of the three following foundations. First, upon a thorough survey of the field of human activity; of the duties for which the pupil is to be prepared. Secondly, upon a survey of the whole field of things which can be imparted by teaching. Thirdly, upon a thorough survey of the powers which can be improved by training.

Either of these foundations being carefully prepared by an exhaustive survey, would afford a safe basis on which wise and skilful men could build up a true scheme of education. Of course he assumed that a true statement of the proper course and mode of instruction is possible, at least to thought, which shall include the education of a genius and of an idiot as well as of the mass of men. He assumed also that a true course and mode of general liberal culture, built upon either of the three foundations above-mentioned, would coincide with the true course and mode built upon either of the others. The safest mode of proceeding would be to survey all three of these bases, to build upon them schemes of instruction, and finally through comparison of these schemes to elicit the best mode.

He proposed to-day to bestow some thought upon a preliminary sketch of the third foundation of a true scheme of general liberal culture, that is, the survey of the powers which can be improved by training.

A child is a will, governing a body, at the impulse of passion and under the guid-

ance of reason. The body, the mind, the feelings, and the will, — these constituted the four great divisions of his subject, man. The body is of course incapable of education, except when living, that is in connection with the mind, and feelings, and will. The first function of the body is, then, to receive impressions from the outward world, communicating sensation to the mind, awaking thought, arousing feeling; their combination exciting desire, desire ripening into purpose, purpose culminating in volition, and volition manifesting itself in muscular movement, a movement of the body. This is an epitome of human history, and an inventory, in brief, of human powers, — capable, therefore, of serving as a basis of a true scheme of education.

He gave a sketch of the powers of the human soul; — the power of perceiving truth through outward sense and inward intuition; the power of reproducing those perceptions in memory, and combining and modifying them in new creations of the imagination; the power of comparing them with each other, and eliciting new truths through the reason; the power of feeling the impression which these perceptions make upon the soul; the power of allowing those impressions and feelings to awaken desire or disgust, by holding them under attention, or turning the attention from them; the power of cherishing those desires until they ripen into purposes; the power of pushing the purpose into execution through volition. Having given this sketch of human powers, he said that it would afford a correct basis for a scheme of education, and that this scheme of education, carefully developed, would not differ in its intellectual features from that toward which all the sound thinkers of the day are manifestly tending.

The most directly practical end which he hoped to attain, was to give them a just sense of the grandeur of the work in which, as teachers, they were engaged; and of the importance of tasking their best powers in a calm endeavor to decide for themselves what better they could do than they were then doing.

Make those efforts, he said, not with feverish anxiety lest you shall not succeed, not with a despairing sense of your own inability; — much less with a self-satisfied conceit of your superiority over other teachers; — but make your best efforts to understand and to perform your duties, in the calm confidence that God, who has appointed us our tasks in life, knows best what we can do, and that He seeks of us only that we should, with honest sincerity, seek to do our best.

DISCUSSION.

After the lecture, the Association proceeded to the discussion of the question, "*The Expediency of making Personal Criticisms upon Teachers in the School Reports of Massachusetts.*"

D. B. Hagar, Esq., said:

MR. PRESIDENT: Before proceeding to consider some points in the School Reports of Massachusetts, I desire to bear emphatic testimony to the great value of these Reports. They are, in general, written with ability, discussing the various educational questions with clearness and force, and abounding in wise counsels for the good of all whom the schools concern. Indeed, I may safely affirm that nowhere can educational papers be found of greater worth than the Annual Reports of this Commonwealth.

I make these remarks, in order that my views in regard to the school reports may not be misunderstood in consequence of the criticisms which I shall shortly make.

That I might be able to ascertain accurately the practice of the school committees of Massachusetts, in relation to the question now under discussion, I have read all their reports for the last year. I find that these reports may be divided into four classes:

I. Those that discuss educational principles, and make such recommendations as the good of the schools seems to authorize, but do not mention individual teachers or schools.

II. Those that, in addition to general discussions, also criticize individual schools, but do not name the teachers.

III. Those that criticize teachers favorably only.

IV. Those that also criticize teachers favorably and unfavorably.

Of the first class, the number is nearly one hundred; of the second and the third, the number is small; the fourth class includes a majority of the reports.

To the first and second classes I shall refer only incidentally. The third and fourth classes, embracing what may be called the personal reports, I proceed to consider as fully as the few minutes allotted to me shall permit.

There are arguments, more or less forcible, both in favor of, and against, the the expediency of personal reports. In their favor it may be urged,

1. That mere justice requires that good teachers should have their meed of praise, and bad ones their measure of blame.

2. That such reports tend to make teachers more faithful, by awakening in them a strong desire, on the one hand to obtain praise, on the other to shun disgrace; and by stirring up a spirit of rivalry among them.

3. That they deter persons who are consciously incompetent from presuming to become teachers.

4. That they create an *esprit de corps* among the pupils of each school, by awakening an honorable emulation among different schools.

5. That they arouse parents in each neighborhood to greater interest in behalf of their own school.

To these propositions it may be replied in brief:

1. That, as schools are usually examined, the rendering of justice to each teacher is an impossibility.

2. That a teacher either does, or does not, perform his duty for the sake of a few lines of praise in a report; if he does not, then the argument falls. If he does, and would otherwise fail to do his duty, he is unworthy to be a teacher, and ought to be at once discharged; furthermore, that the proposed spirit of rivalry among teachers would be more likely to create ill-feeling among them, than to do their schools any good.

3. That a person who has knowledge enough to obtain a license from a committee, has some reason to hope for a favorable judgment from the same committee, and is, therefore, not deterred from teaching by the dread of an unfavorable report.

4. That the relations between schools are so remote as not to awaken rival ambition; or, if otherwise, the rivalry is prone to degenerate into envy and quarrelsomeness.

5. That while there may be some force in the arguments in regard to parents, the desired end can be better reached in some other way.

In addition to these propositions counter to those in favor of personal reports, it may be added in opposition to such reports,

1. That they tend to establish a low standard for the teacher, viz: that of pleasing his committee in all respects.

2. That they, in many cases, greatly discourage the teacher.

3. That they destroy his influence over his school.

4. That they weaken his hold upon the community in which he labors.

5. That they subject teachers as a class to a kind of criticism to which no other class of public servants is subjected.

Let us briefly consider these several propositions.

1. I maintain, then, in the first place, that as schools are usually examined, it

is impossible to render exact justice to all concerned. To render this justice, all the schools in a town must be taught under precisely the same circumstances, and must be tried by exactly the same standard. Now it is manifest that the circumstances of two districts may be widely different. One district may consist of people who are refined, harmonious, and disposed to coöperate with the teacher; the people of the other district may have just the opposite characteristics. One of two equally good teachers may succeed in the former district, while the other, from no fault of his own, may fail in the latter. It may be fairly claimed that no two districts in a town, present, in all respects, the same condition of things. The presence or absence of a single parent, kind or troublesome, or of even a single influential scholar, good or bad, may make all the difference between a good and a bad school — a difference, perhaps, beyond the control of the teacher, and for which he ought not to be held responsible; a difference, too, for which the most impartial committee must find it difficult, if not impossible, to make a just allowance.

But grant that the outward circumstances of the schools of a town are the same; how is it with the standard by which they are tried? In a large proportion of the towns, the schools are allotted to the care of the several members of the committees; these to one, those to another. Each man examines and reports upon the schools assigned to him. Each one has his own ideas of what is good or bad in a school or teacher. No two, probably, under given conditions, would form exactly the same judgment. The very characteristics which one approves, another condemns. Of two committee-men, equally intelligent, perhaps, one demands a sort of military precision in all the movements of the school-room; the other objects to everything bordering upon military order, and demands for the scholars all the freedom and comfort of manner consistent with respectable order. One requires a thorough knowledge of the text of the school books; the other protests against memorizing the words of the books, and calls for independent thoughts and statements. One gives great prominence to one branch of study, the other to another branch. The one is a keen, severe judge, ready to detect the smallest supposed defect; the other is lenient, and takes pleasure in discovering merits, rather than in detecting faults. And thus in relation to all matters that concern schools, the two men judge by different standards. Thus it not unfrequently happens that the best schools in a town are most sharply criticized, while the poorest are liberally praised. Facts within my own knowledge fully sustain this statement.

Under this common system of examining schools and reporting thereon, how is it possible to administer exact justice?

If the committee of a town jointly examine the schools, there is less danger of doing injustice; but even then, as every teacher knows, the impression made by a school depends much upon the day when it is visited. Every teacher can testify that there are days when everything in the school-room seems to go wrong. It is not easy to say why this is so, but so it is. Alas for the teacher whose school is examined on one of these unlucky days! The day before, or the day after, would have given him a flattering award; but that unlucky day condemns him to an ignominious pillory in the next town report; whereas the teacher in the next district, in no respect his superior, being more fortunate in time, is lavishly praised.

These considerations, together with others which I have not time to mention, lead me to the conclusion, that, however just a committee may wish to be, in their personal reports, it is not possible to do exact justice. If this be so, then such reports ought not to be made.

2. It is claimed that personal reports make teachers more earnest and faithful. This is equivalent to asserting that teachers would not do all they ought to do, if such reports were not made; that is, that they would wilfully shirk their duty, were it not for the hope of gaining, once a year, a few words of praise, or of shunning a few words of blame. That teachers, in common with other people, like to be commended, is doubtless true; but to maintain that they will fail to perform all that can reasonably be required of them, unless they are publicly criticized, is to charge them with a moral delinquency which should quite disqualify them for giving proper moral training to their pupils, and consequently unfit them for the work

of a teacher. That such reports may influence persons who are actuated by low and unworthy motives, and are therefore unworthy teachers, may be true; but that they affect the conscious action of true teachers, I do not believe.

With regard to the claim that personal reports tend to arouse a spirit of rivalry among the teachers of a town, and thus to benefit the schools, I only remark, that if they do produce this tendency, they so far withdraw the teachers from the high motives which ought to incite them, and substitute mean motives, which are likely to produce envy, jealousy, perhaps enmity, among the teachers, and to prompt them to urge upon the attention of their schools not the importance of knowledge, not the claims of right and duty, but the ignoble object of obtaining a more flattering report than another school shall obtain.

In regard to the third proposition in favor of personal reports, namely, that they deter incompetent persons from becoming teachers, I do not deem it necessary to add to the brief reply already made.

Against the fourth, that these reports stir up emulations among the pupils of different schools, lie the same objections as exist in relation to the motives which actuate teachers. I hold that in all cases the highest practical motives should be appealed to, and that great injury is always done when a low motive is made the mainspring of action, whether in the young or the old.

Having thus briefly examined the grounds which are claimed in favor of personal reports, I ask a moment's attention to the propositions against those reports.

1. I maintain that they tend to establish a low standard for the teacher; namely, that of pleasing his committee in all respects. If the reports have much influence upon the teacher's action, the question prominent in his mind is not "How can I best do my duty?" but, "How can I best satisfy my committee?" Not, "What is the best mode of teaching, or the best method of discipline, according to my own judgment?" but, "What are the notions of my committee in these respects?" Consciously or unconsciously he is tempted to reason thus: "My position here depends upon the favor of the committee. I must, at any rate, secure a good report. To accomplish this I must find out what sort of men I have over me; what are their notions, and peculiarities,—even their foibles. These ascertained, I will govern my acts accordingly. If I am not permitted to suit myself, I will, at least, try to suit those who employ me."

Now, this sort of reasoning may be very wrong; but it is very natural, and, I fear, too common. Indeed, I can hardly see how a person upon whom the reports do have a strong influence, can reason otherwise; and I am disposed to believe that such reasoning is not so much the fault of those who indulge in it, as of those who practically proclaim, "Teach just as we deem right, or we will officially and publicly disgrace you by announcing your failure."

It is, unquestionably, the prerogative of a school committee to indicate the general results which they desire a teacher to accomplish; but it ought to be the teacher's prerogative to teach in his own way; and he ought not to have occasion to fear that his particular way shall be held up to public opprobrium.

2. Again: I maintain that these reports, in very many cases, greatly discourage the teacher. I need not dwell upon the numberless trials and vexations of a teacher's life. They can be fully known only by experience. Every day brings to the teacher, either through parents or pupils, abundant causes for discouragement; but when, after a period of faithful toil, of unflagging effort, of conscientious devotion to his work, he opens the annual school report and finds that every real or fancied defect in his school, or in his mode of teaching, has been officially exposed to the world, then, indeed, he has fresh occasion for discouragement. Although he may have labored from the noblest motives, regardless of all public praise or blame, he must be more than an ordinary stoic, who can find within every house in the town wherein he teaches a report criticizing his school with more or less severity, and yet not feel disgraced and discouraged. Thus depressed, and, perhaps, feeling that injustice has been done him, he abandons his school in disgust, or, more frequently, returns to his thankless task with less of heart and hope, and, consequently, of success, than he had before.

In the third place, the same criticism, which discourage the teacher tend to destroy his power over his school; and, in the fourth place, they weaken his hold upon the community in which he labors. It is all-important for a teacher's success that he should possess the full confidence, both of scholars and of parents, and whatever tends to diminish that confidence positively injures the school. When scholars are led to question the teacher's wisdom or knowledge, his power to govern, or his competency to instruct, they speedily learn to manifest disrespect toward their teacher and to neglect their duties. In like manner, when parents are made to doubt his complete fitness for his place, they withdraw their confidence from him, and, too often, oppose him to the extent of their influence. Now, I beg to ask, what can tend to destroy the desired confidence in a teacher more directly than to parade before the public all the faults which a sharp committee-man can spy out, or even to "damn him with faint praise."

I venture, with the utmost respect, to say to school committees that indulge in public fault-finding with their teachers, "Gentlemen, you do your schools and your teachers a great wrong. It is your duty to see that competent teachers are employed. Are your teachers competent? If not, then discharge them. That will be disgrace enough to them, without persecuting them in your next report. If they are competent, sufficiently so to merit in your judgment their retention in your service, then I say you are morally bound to sustain them; to encourage them; to strengthen them in every proper way. If they have faults which, you think, should be corrected, point out the faults to them privately. Do not blow a trumpet to call the public attention to them. *I hold that every word of disparagement, every unfavorable criticism uttered by you publicly in regard to your teachers, is a direct, positive injury to your schools, for which you are responsible.* Other individuals may find fault, and do but little harm; but *what you say against a teacher is by authority, and must do harm.*

Again and again I find in these reports that parents are cautioned against speaking of teachers unfavorably in the presence of children; for the reason that disrespect and insubordination on the part of children are thus encouraged; and yet I find committees doing, in the same reports, precisely that which they condemn in parents, with this difference, that what the latter do in private, the former do publicly and officially, and hence the more effectually.

Let me present one or two specimens. In the report of B—— I find this good suggestion: "Let them, (the parents) be reminded, for it seems to us they must know it, that if they wish to prevent their children from profiting by attending school they can do it effectually by finding fault with the teacher in their presence." The committee then proceed to inform the town that a certain teacher labored earnestly to keep a good school, but "it was evident that one essential element, viz: good order, was wanting."

The committee of A—— say, "We take this occasion to protest against the habit so common of criticizing and censuring our schools and teachers in the stores and public places. It never does good—it may be gross injustice." This is all right. Now let us see what the committee do in the way of criticizing and censuring. They compliment a lady on her education and her general success in teaching, and then add: "but during the last month there was manifested a disposition to step over the boundary between the governed and the governess, and a familiarity amounting almost to rudeness."

Of another lady they remark: "This teacher, either from illness, home-sickness, or disappointment in the character of her school, or some less apparent cause, was, at the commencement, sad and taciturn, and did not gain, as she otherwise might, the affections of her pupils. * * * Still the teacher labored hard and accomplished much." The committee illustrate the reading in this lady's school by allusions to "the lowing of kine," the "bleating of flocks," the "Chinese gutturals," and the "Indian war-whoop." The sad and taciturn teacher must have been wonderfully cheered by this encouraging report!

The same committee, after speaking of the "extreme diffidence" of a young lady, at her examination for a license, say, "She carried the same shrinking self-distrust

before her scholars, who saw in her yielding, passive nature, an immunity from punishment, and an incentive to play which they were quick to avail themselves of." This lady taught but one term, and yet the committee take upon themselves thus publicly to crush the sensibilities of a naturally diffident, shrinking woman. Such an act on their part is nothing less than cruel and outrageous. They protest against other people's criticisms in stores, and yet themselves thus abuse a lady whom they have employed! Their report closes with an appeal to parents which ends in these words: "Interest yourselves in your committee. * * Sustain and coöperate, and *pray* for them." Verily, a fitting appeal!

Other reports present similar examples of gross inconsistencies in cautioning parents against saying anything in opposition to teachers before children, and in then emblazoning to the world every fault they think they have discovered in those teachers. If private remarks, which are heard by few, and have no show of authority, can do a teacher and a school much harm, much more harm must be done by an official document, put forth by men whose business is to know the schools and to promote their interests.

One thing is to be remarked in the unfavorable criticisms made upon teachers. In hardly an instance are they charged with willful neglect of duty. Faithfulness and earnestness of effort are generally conceded to the teacher, however severely he may be criticized. I have discovered but one marked exception, and that is worthy of notice. The committee of B—— say: "If current reports in the district were *true*, the school was characterized by loud talking and whispering, uproar and confusion. * * * Why could not scholars who appeared so well on a particular occasion, when some of the committee were present, have behaved equally well when he was absent? It was not necessary for the teacher to represent the appearance of the school *then*, as a fair specimen of what it was at other times." In plain words, the committee, upon the strength of rumors, charge a lady with lying.

The following are fair specimens of numerous criticisms found in the majority of the school reports, no two of which are from the same report:

"Miss D. tried faithfully and conscientiously to keep a good school. * * Her order was poor."

"Miss H. has labored hard to do her duty; has won the love of most of her pupils; is interested in their progress; and no fault has been found by parents. * * * The school is noisy, and not very enthusiastic in study." If the parents found no fault with the teacher after reading that criticism, it was because they had more faith in her than in the committee.

"This was Miss S.'s first effort at teaching. She gained the confidence and good will of her pupils, maintained good order, and labored with a good degree of success. * * * There was a lack of life and earnestness in her manner."

"The teacher labored kindly and earnestly, but not very successfully."

"We could see but one thing lacking in the teacher, and that was want of animation, arising from natural diffidence, which time in his case will rectify."

"The committee were highly gratified at her success. If there was any failure, it was failure in judgment, not in intention."

"We are sorry to say, also, that poor health has taken away some of the elasticity and freshness which he has been accustomed to bring to his exhausting duties." Was his health probably benefited by reading that report?

I cannot conceive how criticisms like these can do any good. On the contrary, they cannot fail to dishearten teachers, and to create distrust in the minds of the people.

In some reports I find a freedom of personal remarks which, I confess, arouses within me a feeling of indignation. Thus, in the report of one of the noblest towns in the State—a report which seems to me to have been written as much to exhibit the sharpness of the writer, or writers, as to show the condition of the schools,—the committee refer to a lady who had served the town seven years, and whose school had attained the "first rank" among primary schools. The lady had resigned her place, expecting to enter upon the closest of domestic relations. The report ex-

claims, "But, alas! for the uncertainty of human hopes! a cloud soon gathered over her mind, unhinging its healthy action, and reducing her to a state of overwhelming depression and imbecility. Should these lines ever reach her in the solitude of her retirement, may they bear to her the expression of the committee's highest respect and deepest sympathy."

Imagine the delicious comfort afforded to a lady of an enfeebled mind, by the perusal of the public record of her "*imbecility*"! What business has any committee to proclaim the private afflictions of a teacher? It does seem to me that all such allusions are strangely out of place in a school report, and ought never to be made.

My last objection to personal school reports is, that they subject teachers, as a class, to a kind of criticism to which no other class of public servants are subjected. Want of time forbids that I should make more than one remark upon this objection. When I see printed reports stating in detail the merits and demerits of the thousands of *men* in office, who are paid from the public treasury, — officials in town, and county, and State, from a constable to the governor; when I see similar reports in regard to clergymen, and doctors, and lawyers; or, in brief, in regard to any class of *men*, whether paid by public or by private means; then I shall have one less objection to reports that hold up to public praise or censure upwards of five thousand teachers, more than nine-tenths of whom, during one-half the year, are *women*.

But, Mr. President, I have already occupied more time than you assigned me. I must therefore hastily close my remarks.

I have stated, as well as I could in a few minutes, some of the objections I have to personal school reports. It may be asked, what ought a school report to contain? A report ought, it seems to me, to state the condition of every school in town, with reference to the attendance and punctuality of the scholars; the condition and wants of school-houses, and school furniture and apparatus. It may with propriety discuss, generally, the qualifications and duties of teachers, and especially the duties of parents in their relation to the schools. *Whatever depends upon opinions, influence, and action, outside of the school-room, should be publicly presented*; whatever depends upon the teacher alone should be discussed privately with the teacher. The people may rightfully say to committees, "Tell us what you think we can, and ought, to do for our schools: it is your province to look after the teachers. Get the best you can. If they satisfy you we shall be glad; if they do not, then employ those who can suit you; and be assured that you will not help a bad matter by complaining to us of a poor bargain you have made."

I am happy to say that, in presenting these views, I am simply endorsing the opinions of many of the school committees of Massachusetts. Nearly one-third of the committees, in the last year's reports, omit all personal allusions, and many of them forcibly argue against the expediency of discussing the merits, either of individual schools or of teachers.

I will read extracts from a few of the reports:

The Committee of Carver say: "It has been customary in making a school report to discuss the merits of the several teachers, loading them with praise, or exposing their weakness and errors to the gaze of the public. We have always questioned the propriety of this course, but have at last come to the conclusion that it is attended with more evil than good. In the first place the scale of criticism must be held with a very even balance, or injustice will be done; for it often requires great nicety of discernment to ascertain the exact amount of praise or censure that should be given in every case, and it is better to let *many* go unrebuked, than to bestow unmerited reproof upon *one*. But, again, suppose a teacher *makes a mistake*, he may discern it as soon as the committee, though it may be too late to repair it. Does it seem fair to emblazon it before the community? We think not, especially if he be a young, inexperienced teacher. There are, perhaps, some strong, energetic minds upon whom this might operate as a stimulus to greater exertions; but we fear there are others that would be crushed by it, when if they should be dealt with more considerately in their first efforts, they might become ornaments to the teachers' profession."

The report of West Cambridge says :

"The Committee, in thus presenting a cursory report of the schools, adhere to their usage of avoiding all unfavorable personal criticisms, and in naming defects, of limiting themselves to those which can be removed by public action only. The passing trouble is otherwise met. A teacher who should be inefficient would be quietly dismissed. If shortcomings in study or deportment are observed, they are made the subject of free comment and advice within the school-room. * * If reformation can be privately effected, what need is there of parading the delinquent school in the printed reports?"

The Committee of Longmeadow remark :

"We have purposely omitted the review of minute and comparative local details pertaining to the several districts, because such reviews seldom do justice, and often much injustice, to the various parties concerned. It is wiser to leave some things in the past where they properly belong."

The report of Fairhaven contains the following :

"We avoid referring to the schools or teachers specifically or personally ; as such a course is often provocative of envy or jealousy, or sometimes both, defeating thereby the ends we aim at ; but prefer to follow our predecessors for some years past, in speaking of them generally, as to the good or bad that may pertain to them, knowing that all who will read may be able to judge of and apply what is applicable to each."

The accomplished Superintendent of Schools in New Bedford says :

"My visits to all the schools have given me opportunities for presenting a report of each school, with all its excellencies and defects, with great minuteness of detail, but I cannot think that such a report would be either judicious or useful."

The Committee of Rehoboth say :

"We have also omitted the usual criticism upon teachers as out of place, and the fruitful source of much dissatisfaction. It does not require a very delicate sensibility to perceive that many things in regard to the qualifications of teachers might very properly be stated to the school committee, * * which could not with propriety be presented in a public report. The faults complained of seldom involve any moral delinquency, and may usually be referred to the inexperience of the teacher, lack of the peculiar talent required, or more commonly to a combination of unfortunate circumstances which may never, in a particular case, occur again. The teacher, perhaps, is simply in the wrong school, and thus the effort, which the committee report as a signal failure, might, under more favorable circumstances, be hailed as a perfect success. Besides, it is no part of the right or duty of a committee to pronounce publicly upon the merits of a teacher. It is purely a voluntary service, which neither the law, nor, as we believe, the best interests of the schools, nor yet an enlightened public sentiment require at our hand. We accord to our teachers, as their right, the privilege of making their own record before the public."

Mr. President, I have but two brief remarks to add. The first is, that I have said what I have said, chiefly in behalf of the female teachers of the Commonwealth, who constitute the great majority of our public teachers. They cannot readily speak for themselves.

The second is, that in no town in Massachusetts have teachers been mentioned in the school reports more kindly and considerately, than in the town in which, for many years, it has been my privilege to live and labor.

Mr. A. Bronson Alcott of Concord, said : That, on entering five years ago, upon the duties of a Superintendent of Schools, he first entertained this question deliberately, "How can a superintendent of the town schools most truly and faithfully present the condition of the schools of the town at its annual meeting?" He did not see how, if he undertook to speak of what properly belonged to the office, he could say very much within the limits of a report. But the terms upon which the superintendent was appointed, were that he should make a report. On entering

the schools, the central figure in every school is the teacher. When I came to consider, said Mr. Alcott, near the end of the first year, what I was to say to the town, I said I must begin at the beginning, and speak of the teacher, or I shall not present to the town any picture of what they desire to know. I wish to show the town how the schools are taught, and by what methods each teacher executes her task. I then said to myself, What does courtesy require of a superintendent? I replied, it requires this: that whatever you can see in a teacher which you approve, after long visiting the school, making the visits once a month for ten months, you shall speak of; whatever you see which does not seem to be right, you are to be silent about. The result will be that at the end of the year the teachers will be grouped before the minds of the people of the town, described as to what is admirable in each, what is not, being omitted. They will thus see the group, and know who have been praised; and the teachers will see where their faults lie, if they are not praised. It is a delicate task, and requires all the genius of a dramatic writer to prepare such a report. Consider the elements. Here are the children. Who can describe a child? Who can enter into its fine susceptibilities, its thoughts and feelings? Who can describe faithfully the character of a teacher, meting due justice, saying that which the teacher herself will feel to be just and true? How difficult! But yet, if there be any institution outside of the family, which the town ought to know about, if there be any theme upon which the talent of the town should be employed, is it not to be employed in describing the schools, so that they shall see them as they are actually conducted; see them as if they visited them?

What was the result of reports such as I determined to give? Not to produce rivalry in our town; but a general interest in the whole subject of education was promoted throughout the town. The second year the same course was pursued, and a much longer report was written, entering more minutely into the description of the several good qualities of the teachers and omitting their faults — everybody knows their faults, few know their virtues. The object of the writer was to paint the character of the teacher and show her to the parents, as she appeared in the school-room, with her children before her. They were called school portraits. They were interesting, and were read and re-read, kept and bound.

Therefore, I think, I shall not dissent from a single point taken by the gentleman who preceded me; I shall entirely agree with him, that we are to avoid mentioning the faults of teachers. Superintendents might mention them more appropriately than committee-men can. But, if my friends will not allow me to speak of what is admirable in the schools, I shall dissent from him entirely. That is what we wish to know. The committee are aware of their faults; parents are aware of them. The teachers themselves are aware of them. But my impression is that teachers will find in such reports, in a delicate way, — since in some respects they are not praised, — a hint as to the faults that need correction. It takes a very good person to blame anybody. It takes a highly cultivated, devoted, sincere person to speak of any one with effect. He who has a true sensibility will hesitate long before he even hints to an earnest teacher her faults; he will do better to imply them by silence. If he be a true superintendent, he will take the school and show her how to teach. Hence, how cruel, how unchristian, how ill-advised, how lacking in common sense, are school reports, which speak as some do, which

have been quoted here by Mr. Hagar. I have read very few which come up to the standard which I have given, as that to which a report should come. It may be said, that every school committee cannot be so successful as to write school reports as they should be written. But a report is not made until something of the kind is done. It is not a report; it is a partial, one-sided report, if the teacher is omitted. How can you omit the teacher? Omit the parents in the house, and where is the family? Omit the rulers, and where is the government? Omit the minister and where is the preaching? We must have the teachers spoken of. But we must have them spoken well of, and truly so, or we must be silent.

Mr. A. P. Stone of Plymouth doubted the expediency of personal criticisms in school reports. To write a report in such a way as had just been stated to be the true way, to speak with praise only, and so that each teacher shall recognize herself by the description—is a work of art, and can scarcely be called personal criticism. To write such a report is more difficult than to teach a good school. Mr. Stone referred to his own experience as a committee man, and he came to the conclusion from that experience as well as from his subsequent observation, that such reports as criticize the teacher personally should not be given. He inquired why the reports might not better be like those of superintendents of corporations to the stockholders, or of masters of vessels to their owners? The owner of a vessel does not ask to know about the daily conduct of the crew, but he wants to know the general results of a voyage. What good—*cui bono*—may be asked, do such reports do? One teacher may fail, and yet the report may be made in such a way as to leave no decided impression as to what the failure was. A teacher may go into a bad school, and may not be sustained by the parents or the community; there may be circumstances not under his control which may compel him to leave the school. But that is not a failure; yet most committees would report it so. Many teachers, with much less credit to themselves, succeed where other teachers, who deserve more credit, make a failure, the fact being owing to the circumstances of the school; and yet the committee do not state the circumstances.

Rev. M. C. Stebbins of Lancaster thought that most which had been said against personal criticisms amounted merely to asking that reports should be just, correct, in good taste, that they should not violate the principles of courtesy, and should show common sense. It had been said that a teacher who was influenced to duty by the few words of praise that may be given in a report, is unworthy a place in a school-room. Might it not be said, also, that any teacher who feared the words of criticism which a report may contain, is unworthy of a place in the school, at least if he fears them to such a degree that he will neglect a duty to the school, for the sake of pleasing the committee? The teacher who is worthy of his place, has a consciousness of integrity, that will secure him from both dangers. He will be in no danger of being crushed under the criticism and unjust judgment of a committee man; nor of being swerved from duty for the sake of catering to his good will. But is there no danger of doing injustice to committee-men by representing the reports of all in the State by a few selected specimens, which may not be what they ought to be. He thought it necessary sometimes to speak of the causes of failure. If all the plans and purposes of the teacher have been thwarted by the parents, must the position be taken that the committee shall not speak of that? Unless we take that position, he did not see why the faults of teachers should

not be spoken of. He would leave the whole field open, and say to committee men — that their grand object is to promote, in the largest degree, the educational interest of the schools in the town, and having the whole field before them, schools, parents, and teachers, they should use the material that is offered. It would be more to the credit of the teachers to put themselves in an attitude in which they might challenge the committees to come on with their criticisms if they wished to.

Mr. Palmer of Boston thought that if the extracts read by Mr. Hagar fairly represented the courtesy, the good judgment, and the elegant learning of the committees of Massachusetts, the whole institution was a humbug; they should be swept out of existence. It must be a delicate piece of business, on the other hand, to paint a portrait so that no one could see his scars.

EVENING SESSION.

Lecture by J. D. Philbrick, Esq.

Mr. Philbrick announced as his theme, "*The Self Education of the Teacher.*" If he were asked to describe, in the fewest words, the best system of education, he would say, it is that system which secures and retains the services of the best teachers. Without good teachers, no important progress can be made. Hence the importance of Normal Schools, which are as fountains to send forth streams of knowledge through all time. But the Normal School executes its mission in proportion as it prepares its pupils for future self-instruction, self-culture, self-formation. All the instruction which we receive from others, should be regarded only as a beginning. A self-educator is a different character from a mere book-worm. The latter is a mere reader. Books cannot teach their own use. A man may read much, and still be very indifferently educated. The one great fact to be impressed upon the mind of the youth who is inspired with a noble ambition to be and do something, is, that all great and high achievements is the result of wise, persistent self-culture. But a person will seldom exert himself without some model. He must have a conception of excellence before he can seek it. Self-knowledge is the second requisite. We should call to mind the words of the poet:

"Trust not yourself, but your defects to know,
Make use of every friend and every foe."

A resolute will is the next requisite. This overcomes obstacles and conquers success. "Nothing is impossible to him who wills." Mirabeau asked, why should we be called men unless it be to succeed in everything. Force of will is an essential element in the hero. The characteristic of a noble mind is to select some worthy object and to pursue that object through life. We must not wait for favorable circumstances. Never wait for anything. When obstacles seem most formidable is the time to go at it.

The first aim of the teacher should be to form himself as a man. A really great teacher is a really superior man in every respect. The formation of a perfect character is that which should be sought. For this end there are three great classes of knowledge to be pursued. First, — general literature and science, such as is appropriate to man as man. Second, — a knowledge of the branches to be taught; and third, — a knowledge of the science and art of education. This latter field promises the most abundant harvests. The rank and position of the profession of

teaching will be determined by the character of those who practice it. If they are superior in their learning and manners, and if they are thoroughly versed in the science and art of teaching, there will be no question as to the rank they will hold. There has been, with few exceptions, a lack of that enterprise and zeal in obtaining science and skill to teach acceptably. Those who have studied the theory and practice of teaching have almost invariably placed themselves in the front rank. The time will come when no person will be deemed competent to teach who has not first learned the art. A sad prospect for teaching it would be if we were compelled to depend upon geniuses for education. But a person of good talents, common sense, good education, good health, and a good conscience, may, by proper study of the science and art of teaching, become a good teacher. Lay your foundation broad and deep, spend much time and money for educational improvement, make every day tell on your growth and progress as a teacher, and you will be much more likely to be useful, successful and happy, than those who ignore these things altogether. To accomplish great things we must not only have energy and industry, but skill and economy; must have the ability to have many irons in the fire.

Mr. Philbrick, in this connection, recommended the reading of the biographies of eminent teachers, and referred to those of Thomas Arnold of Rugby, and of Mr. Page of Albany, who has been denominated the Arnold of America.

TUESDAY MORNING.

Discussion — "*Methods of Teaching Geography.*"

Mr. A. G. Boyden gave an outline of his method of teaching Geography. He said the first thing to be considered in teaching any science, is what is to be taught, and next what are the faculties which are thus brought into exercise. Geography is a science; it is a description of the earth. As an object of study, then, the whole earth is to be considered first, and then its parts. The teacher should have a clear outline of the whole science, and of the relations of the parts to the whole, because that is the natural order of study. When we study a horse, we look at him as a whole, his form and color, and then descend to an analysis of the parts. In studying the earth as a whole, we first consider its form, its magnitude. Second, we consider its surface. From the surface we pass to the division into land and water; to their distribution; their parts; their names and configuration, and their plants and animals. Next the earth in its relations to the planets and the sun, climate and temperature, the succession of day and night, and of the seasons. We thus make three parts, Mathematical, Physical, and Political Geography.

Mr. C. Goodwin Clark of Boston, referred to a resolution passed by the California Teachers' Association, that Geography is taught too much in our schools. He then gave some account of his own early methods of teaching Geography, by singing the lessons. He thought that method produced only confusion of mind. The study of Geography, in a proper way, is a most beautiful series of object lessons. It is a live study, and should be taught as such, having a connection with the trading, thinking, busy world. Mr. Clarke then gave a most interesting account of his method of giving a Geography lesson, drawn from his recent trip to the West, at the time of the convention at Chicago. He found no difficulty in interesting his scholars in the geography of the country through which he passed on that excursion.

Mr. Geo. A. Walton of Lawrence followed. (See Mr. Walton's article on page 8.)

Mr. Charles Hammond of Monson thought the first thing which should be taught, in connection with Geography, was a knowledge of man. Some one has said that our knowledge is of value, not on account of the great number of facts we possess, but on account of the relation that exists between them. Geography determines the position of man in place and history, determines the relations of man in time. Those two things had better not be overloaded with things extraneous. Knowledge of Geography must be exact, limited; otherwise it is mere child's play. Every place should be located as to latitude and longitude. In the general outline of any country, a few places should be indelibly fixed in the memory, and with that should be connected their latitude and longitude, just as in history we must connect dates with events.

DISCUSSION.

The Association then took up for discussion, the question — "*What kind of Instruction in our Schools will serve to increase the Loyalty and Patriotism of the American People?*"

Mr. T. D. Adams of Newton said: The question, Mr. Chairman, is an important one. Surely he can be only a schoolmaster, the merest pedagogue in the profession, who would claim that it were better to be a good arithmetician or an expert athlete, than to be a good, patriotic, and loyal citizen. The nature of our government demands direct instruction upon a subject like this. Ours is a government of the people and for the people. All good government is based upon intelligence. This intelligence must reside in the governing power. With us, then, a knowledge, not only of the arithmetic and spelling book, but of the *fundamental principle* of our government, is essential to every man. The idea of human rights should be engraven on the heart of every American child. Strangely enough, we find those who are opposed to such teaching. I regard it as the result of that prejudice which has ever been at war with the true spirit of American institutions. I hope that we are hearing the last of it now; that it is "*le dernier cris du cygne avant mourir.*" The pertinency of this question is plain to any one who sees eight millions of disloyal people in the southern section of this country, and multitudes in the north who owe everything they are and have, whether of wealth or social position, to the sacred principle of freedom, now trampling upon it and giving their sympathies in aid of rebellion.

In the question we see the truth of the maxims: "the child is father of the man;" "the boy should learn what he will need when he becomes a man;" "the public school is the nursery of the republic." Especially do we see the close relation of the child to a republican government. The child is the most important member of community. He is the father of the nation. He forecasts the spirit of the future. Now, these are great truths to which we ought to come as soon as possible.

The child learns them with ease; while man is slow to learn first principles if he omit them till he finds himself in the ranks of party. Because we have failed to teach these great truths, we suffer to-day. Had the trumpet blast of freedom been

blown in earnest from every post of responsibility, — from the pulpit, the bar, the professor's chair, and from the teacher's desk, we were now, perchance, at peace.

The philosophy of these times is simple. History will record that this great nation was brought to the brink of ruin, that we took a million of men from the productive power of the land, and sunk two thousand millions of wealth in a sea of blood, simply because men had believed a lie; that God was a respecter of persons, when He has plainly told us that he is not.

The events of our times will carry nothing down into history more remarkable than the false prophecies and teachings of some men who have been called great; who were not philosophical enough to recognize the eternal warfare between freedom and slavery, when even the little child, with his history in hand, might learn that these ideas have been at war, in some form, ever since the beginning of time. Their lives have been failures, and why? Because they did not begin to *think aright in childhood*.

Now my plea is for the little child. Earliest impressions are strongest, deepest, latest. Fill his heart with the spirit and love of freedom, and he will not depart from it when he becomes a man. And while we teach the worth of freedom, let us teach with equal boldness the wickedness of slavery; for they are correlative terms and cannot be considered apart. They are among the intellectual contrasts of philosophy.

Rev. B. G. Northrop said, even children should be encouraged to help the government in this crisis. *Doing* promotes feeling. Service for the country begets patriotism. Every man, woman, and child, *can* now do something for the country. Children can aid the Sanitary Commission, write letters to their friends in the army, give them their sympathies and their prayers.

Children should be taught that they belong to the government, and that it has a *right* to lay its equal claim on their time, property, and service.

We may teach patriotism in our schools by unfolding the great lessons of this war, as well as of the past history of our country.

To make these high claims bind the conscience, we must inculcate right views of government, as a divine institution. Every institution which is universal, because based on the essential nature of man, is divine. Such is society, such is marriage, such is government. Springing from the necessities inwrought in the very nature of man, it is universal as the race. Though in its outward form a human institution, in its inner life, in the sources of its obligations, it is divine. God intended that government should be invested with majesty and sanctity, and while in extreme cases we maintain the right of revolution, the general rule is plain, that he who rebels against government tramples on an ordinance of Heaven.

Mr. Granville Putnam of Quincy, said, when we receive pupils into our schools, if we are faithful, we must resolve to do all we can to give them a complete and generous education; and John Milton has said that they only have a complete and generous education who are stirred up with high resolves to be brave men and worthy patriots, dear to God and famous to all ages. Can this be done? Yes. God has placed in the heart of every child an altar, and it is for us to kindle there a flame which will not go out till the flame of life is extinguished. How shall it be done? I might speak of the importance of giving right ideas in regard to labor, the false views of which have led to slavery, not freedom, and led our South-

ern people to take up arms, because they were led to place labor in the hands of the black man alone.

Mr. Putnam then spoke of the influence we might have in teaching History. We can do much to implant principles of loyalty and patriotism. I would present something of the cost of the inheritance received from our fathers; the noble struggle of those men who fought and died heroically; the character of the patriots of 1780, and of the rebels of 1863. I would show them how posterity will detest the very names of some who dwell among us, and who in times past have stood upon our platforms.

What a field there will be for the teacher when the history of this war shall be written, from which to gather themes for instruction! In every church-yard throughout the loyal States, lie the remains of those who have nobly fallen. The blood of our brothers and sons has reddened the soil of the Old Dominion, and the bones of many are bleaching upon the banks of the Great River. Let us present these scenes to those under our charge.

There may be much done by declamation of the burning words of those who, in times past, have spoken so nobly. Otis, Henry, Webster, Everett, and a host of others. I would lead them to see Patrick Henry, as with flashing eye he stood before the house of Burgesses in Virginia; the prostrate form of the elder Adams, as on the fourth of July, 1826, he lay upon his death bed, and with extended hand, exclaimed "Independence for ever!"—the expounder of the Constitution as he sat in the Senate Chamber or at the base of yonder monument; or Mr. Everett, as he stood a few days ago at Gettysburg. I would teach them to sing patriotic songs. When the Israelites stood on the shore of the Red Sea they sang a song of triumph and rejoicing. So when the last rebel shot shall be fired, and the last rebel flag shall have been trailed in the dust, then, from every school-house in the land, let there go up a song of thanksgiving to the God of nations.

Mr. Alcott of Concord, Mr. Adams of Newton, Mr. Kneeland of Roxbury, and Mr. Philbrick of Boston, continued the discussion.

AFTERNOON SESSION,

The following board of officers were elected:

President—William E. Sheldon, of West Newton.

Vice Presidents—William Russell, Lancaster; Thomas Sherwin, Boston; Geo. C. Wilson, Taunton; George N. Bigelow, Framingham; A. G. Boyden, Bridgewater; A. H. Cornish, Plymouth; B. G. Northrop, Saxonville; A. J. Phipps, New Bedford; J. W. Dickinson, Westfield; C. C. Chase, Lowell; Daniel Mansfield, Cambridge; Charles Hutchins, Boston; James S. Eaton, Andover; Ariel Parish, Springfield.

Recording Secretary—Granville B. Putnam, Quincy.

Corresponding Secretary—M. C. Stebbins, Lancaster.

Treasurer—James A. Page, Boston.

Councillors—Charles Hammond, Monson; Josiah A. Stearns, Boston; D. B. Hagar, Jamaica Plain; A. P. Stone, Plymouth; W. J. Rolfe, Cambridge; John Kneeland, Roxbury; H. R. Greene, Worcester; Albert C. Perkins, Lawrence; Ephraim Flint, Jr., Lynn; John D. Philbrick, Boston; Henry C. Babcock, Somerville; Jonathan Kimball, Dorchester.

DISCUSSION.

"What is the Next Step to be taken by Educators to secure the Highest Interests of Education in the Commonwealth?"

Hon. Emory Washburn was first introduced, and said:

What is the next step to be taken by Educators to secure the highest interests of Education in the Commonwealth?

The terms of the question before us — what is the *next* step — implies that steps have already been taken in a right direction in advancing the interests of education. Let us stop a moment and inquire what these have been, and by whom they have been taken? It may aid us in our next inquiry, what more the educators can do?

Passing over what our fathers did in planting free schools, let us glance over what has been done within the last twenty-five years. A new life, in that time, has been infused into the whole system of popular education here. We have four Normal Schools constantly employed in fitting a class of teachers, trained to their work, inspired with a sense of its importance, and united by the ties of a common interest and sympathy. In this way, not only have we a better educated class of teachers, but the public attention has been aroused to the importance of our schools, and the public mind has been educated to the conviction that we must have a class of educated teachers who shall command the public confidence and respect, and an honorable support. And, in this way, the business of teaching has become one of the liberal professions, in which a generous mind may feel an honorable pride to win distinction and success.

The whole system has been reformed in the grading of the schools, in the order and character of the subjects taught, in the character of the school-houses, in the permanency of schools, and in the compensation paid for the services of teachers. Every thing that the State can do by its laws and its provisions for its schools, has already been accomplished. And not a little of this has been done within the last twenty-five years. In that time the State has created and maintained a Board of Education, with a permanent head, with a liberal salary, to watch over the interests of her schools. While its population has scarcely doubled, the amount raised for its schools has, in that time, *quadrupled*. It raises a million and a half of dollars by the year, to sustain its free schools, and has, within the last twenty-five years, increased the compensation paid to each teacher almost an hundred per cent. And, what is more significant, it has committed its children the priceless wealth of the State, freely and confidently, to the training and care of these teachers. Though its population has not doubled, where there were, twenty-five years ago, 141,000 children in our public schools there are now 450,000. What more can the State do in the way of new measures? She has created these schools. She has brought into action this body of teachers. She has poured out her wealth into her school treasury; and she has committed to these teachers her sons and her daughters, to be fitted and trained to be the future men and women of the Commonwealth.

In this way the teachers of Massachusetts are clothed with a power of good or evil, infinitely beyond that of any despot who ever sat on the throne of dominion. In a State where public opinion is the ruling power, they have, in this way, literally the shaping and fashioning of the future of this mighty Commonwealth.

The next step in the great work of giving character to these coming generations, is with the teachers themselves. And the question comes back to us what that step shall be? And in the first place, it is not to add new topics for study and recitation. The difficulty is rather in having too many than too few subjects taught in our schools already. It is not that the teacher should devote more hours to his pupil, by the day or the week, than he now does, for there are few classes of professional men who labor harder than the faithful school teacher does now. And our children are confined, already, as many hours a day to a school room as their mental or bodily health allows.

The step, as it seems to me, lies in the direction of the *moral* rather than the *intellectual* training of the child. In the purposes sought to be accomplished by

school culture, the scope has been too narrow and circumscribed. The test of instruction has been mere naked *utility*. The child has been intellectually taught in reference to his getting a living in business, or becoming personally distinguished in professional or public life, while his moral nature has been left to such accidental influences as may have surrounded him. In the same school and in the same class, the scholars shall make almost the same progress in the subjects taught, and yet in their moral nature they may be as diverse as the features of their faces.

One shall grow up to manhood with a noble, generous character, bold, ready to stand by a friend, and burning with love for his country. Another shall be a man of cunning expedients, wise foresight in business, thriving in wealth, violating no law of social order, but, after all, cold, selfish, and self-engrossed, and so long as he can go on adding acre to acre, and seeing his own affairs prospering, he cares as little for his country or her honor, as he would for his less-favored neighbor.

Now how is this? The natures of individual children may be various, but they are not so considered in groups and classes, independent of the training they receive. I know a father and three sons, all in one firm, all of them have been busy every hour since this war began in heaping up wealth, and have never thought of sacrificing self or money to their country, or the maintenance of the government under which they accumulate and hold their wealth. I know another father and three sons, two went at once into the army, the third, too young for duty, remained to assist his father in his business. Before a year, one had fallen on the field of battle. The other was fighting in the army of the South-west. "John," said the father one day to his son, "William has fallen. I can get along without you now, you had better go and do what you can for your country — she needs us all." Now why this difference. These families were educated at the same school, the intellectual training was alike. But the generous nature of the child had grown sordid and selfish in the one, while in the other it had been quickened and strengthened by a father's influence, till a love of country had become a sentiment and an instinct.

The great want of our country is in this very matter of a national sentiment and feeling. Our children are trained to be good merchants, and mechanics, and manufacturers, and professional men — but not to be good *Americans*. They are taught to be quick and sensitive to mercantile honor, and jealous of their character as business or professional men. But they can calmly hear their country reviled, and leave to others to defend her honor or good name.

We want to be educated as a people, to a true national sensitiveness. We want to have added to what is now taught as an intellectual exercise, an ever present, ever active sentiment of love and devotion to our country. We need something in this country which answers to *Loyalty* in the governments of the old world. There the people are so much accustomed to look to their rulers for the favors they enjoy, that a feeling of affection and respect grows up in return for the benefits bestowed upon them by a King, or some other personation and embodiment of national sovereignty. But here, our government is an abstraction — an idea — while its functionaries are changed so often that we have next to nothing by which naturally attach to it anything like sentiment or feeling.

In an ordinary state of the country, who feels even conscious of the presence of a government? We are engrossed with our own affairs, and leave to politicians and office holders to take care of the administration of the political affairs of our country. The consequence is, that patriotism degenerates into an abstraction, as a mere catchword of politicians, and the masses are content to be patriotic once a year, about election time, if they can go on undisturbed in their own affairs the rest of the year.

This nationality of sentiment and feeling is, in my judgment, the thing we want more than anything else in the education of the public mind and heart.

To reach it, and accomplish it, is, as it seems to me, the next great step to be taken by the educators of our land, to secure the highest interests of education. It is something which has been hitherto neglected in our schools. It was not the fault of the teachers, however, that the people have been so intent upon having their children practically and profitably taught. Nor have we a right to expect that the

present generation of actors now upon the stage, will, all at once, be endowed with new passions and desires. But the next generation may be educated by their teachers to know and feel the need of this element in our national character.

Do you ask me how this is to be done? I answer, it does not require text books, nor black boards, nor class recitations. It is to be done as the child learns to love his home — no matter how humble, or to love his mother and brothers and neighbors, by associating with them the impressions of infancy and early life, when the heart and mind are so fresh and plastic and susceptible. May not a child learn something more than that the Pilgrims landed on Plymouth Rock in 1620, as a dry, historical fact. May not his teacher go on, *if he is only full of the subject himself*, and bring home to the mind of his pupil, the noble courage, endurance, and self-devotion of these his fathers to the cause of religious liberty and a human freedom, and can any one doubt that he may thereby awaken a feeling of generous pride in being a child of Massachusetts, which will become in time a part of his very nature?

If the Swiss mountaineer remembers his country with a pang, when he hears, in a foreign land, the simple strains of the *rans des vaches*, to which he listened among the chalets of the Alps in his childhood, have we no wild and beautiful scenery with which to connect the association and love of home and country; — have we no fields consecrated by the blood of martyrs; no graves hallowed by the virtues and courage and patriotism of those who are sleeping there, to which the child might be pointed, and a lesson thereby taught, that should sink deep into his young and generous nature?

Tell me, you whose sacred calling is with the hearts and intellects of ingenuous and unsophisticated childhood and youth, what would be the influence upon the future train of thought of the pupils of any of the five thousand schools of Massachusetts, if you could take them upon the parapet of Fort Wagner, and say to them that there, just beneath the place where they had torn down the foul banner of Treason and planted in its stead the free flag of the Union, lies buried in undistinguished honor the young and gallant Shaw, amidst his dusky heroes who had shed their lives with him for the cause of liberty, on the soil of South Carolina. Do you believe that one of them could ever grow up to tolerate slavery or oppression in a country they called their own? Would it not be young Hannibal again swearing perpetual hate to her enemies before the altar of his country and the faith of his forefathers!

It is, as I have already said, a thing to be done not by books, not by recitations, but by the frequent and oft-repeated lesson from the *full heart* and the *well stored brain* of the teacher. History is full of this kind of influence, and this power of the teacher over the prevailing sentiment of a people. When, after the overthrow of the Athenian democracy, the thirty tyrants were struggling to reduce the people to slavery, the man they most feared was that old schoolmaster — Socrates. They seized him and threatened him for corrupting the youth of Athens, by instilling into their minds a national pride and a hatred to tyranny.

We need just such schoolmasters now. The country had been watching for thirty years, the gathering of the storm that is now devastating our land. They saw the aggressions of the slave-power step by step, in the action of leading politicians who managed our national affairs, and while, here and there a voice of alarm was raised, the masses were too intent in the pursuit of their own personal interest to heed it or to wish it otherwise. Patriotism was asleep, until the echo of that gun from Sumter aroused the land. It needed some such violent shock to startle us to the consciousness that we had a country, whose honor had been insulted and her existence threatened.

Nor is that enough. The history of the two last years has told us that a mere paroxysm, where there is no deep-seated sentiment, is at best but transient and feeble. Before six months had passed away after that outrage upon our flag, in the very agony of her early struggle for existence, there were not wanting thousands who made our country's necessities a means of preying upon her by fraud in a hundred different forms. And, even now, we hear her calling for men to fight her battles and sustain her flag, and we see the masses still unmoved by the appeal.

There never was a time in the history of our country when she so much needed a new life infused into her children as at this moment. We, doubtless, in the Providence of God, shall put down this rebellion. But it will require the aid of wise counsels, a generous self-sacrifice, and an enduring patriotism, to restore the discordant and tumultuous passions of the people to harmony and peace. It will be long ere this can be achieved, at the best. The present actors are passing off the stage, and those who are to complete this work have yet to be educated. The child this day in its mother's lap and the child yet unborn, are to be the men on whom our country is to rely in her hour of peril and difficulty. The character of these children — for manliness of thought, for wisdom, and for energy of action, is, in no small degree, to be formed by the education they are to receive at your hands and those of your associates.

You can almost make them what you want them to be. And as you look over the field that lies before you, tell me if there is one subject upon which your eye rests, that is so full of interest, or so intimately connected with the honor and prosperity of our whole country, and the educating of her sons to a broader patriotism, and a more unselfish love of country.

This, sir, is the step next to be taken in the progress of education. It is to be taken by the educators of the land. Not merely the teachers of our common schools, but by all who share in the education of the people — by parents, by school committees, by the Board of Education, by the pulpit, and by the men of influence in every field and department of business and employment.

And, believe me, in conclusion, this process of education has already begun. Every day is having its influence in bringing up the public mind to a healthier tone of feeling. The whole nation has been taught, within the last week, by that noble lesson of eloquence and patriotism pronounced by a Massachusetts scholar on the glorious field of Gettysburg. Every soldier who comes home from this war, to show the scars and marks of skirmish or battle-field, which he bears about with him, becomes the educator of the public heart, by the simple story of what the brave, loyal men of the Union have done and suffered in the cause of liberty and law.

And in many a churchyard, throughout New England, some monument will rise to tell how the young or middle aged man went out from his village home, at the call of his country, and fell in this great struggle for human right — and that monument will, itself, help to educate the very passer-by to a higher standard of national honor, and to impress with a deeper solemnity, that almost divine thought, that has come down to us in the garb of classic learning, "*dulce et decorum est pro patria mori.*"

This, Mr. President, is the next great step to be taken in the progress of the education of a free people. And the country is waiting in this, the hour of her need, to see it taken by every one who cares for her future honor or success.

Hon. George S. Boutwell said: Ever since the commencement of this war, the patriotism of different sections of the country could be measured pretty accurately by the school systems. Wherever a good school system has been established, and has prevailed longest, there loyalty has been strongest. Historical and traditional teaching has been the great power. Much is due to teachers for having infused the power of patriotism. Our history has done much. Bunker Hill, Concord, and Plymouth, have been efficient teachers. We have sometimes been disposed to complain of Pennsylvania, but now that she has on her soil the greatest battle field, second only to that of Borodino, I trust there will be infused into her something of the element of a fervent and enthusiastic patriotism. We cannot teach patriotism except we teach it upon a right principle.

Six years ago I was in Cincinnati, and visited the public schools. I found that their method of teaching history was to have one teacher of that branch for all the schools. A woman had been the teacher, and in conversation with her it was re-

marked that she had an opportunity to exert a great influence. She replied that she had; but said she, "I teach history on the right side." On asking what she meant, she said she taught it on the side of freedom. So far as it has been taught on the side of freedom, so far it has been for the good of the country; but so far as it has been taught on the side of slavery, it has tended to prove the correctness of the statement of a European statesman, that history is a conspiracy against the truth.

Whoever teaches history or anything else on the side of slavery in the least degree, just to that extent undermines the patriotism of the country. Those who believe in this government, believe in freedom, and do what they can to maintain it; those who do not believe in this government, do not believe in freedom. Therefore we must teach freedom, and it must not be for one class, or one race of men only. If the men who fought at Fort Wagner and who sleep in that honored grave where rest the remains of our own Shaw, were not men, and were not entitled to all the rights and privileges of freemen, then Shaw sleeps in a dishonored grave. We have, then, to come to the essential principle that freedom is for all men. If because one is less endowed intellectually by nature, therefore he is to be deprived of some of his rights, social and political, then there is no safety for any one, and you have established that principle of despotism, which is, that he who is most wise and strong shall rule. Then there is no freedom except for one man; and the rest are to be ruled. We must, therefore, teach freedom as the common right of all human beings, and that no person is to be deprived of it except for crime. Every teacher must exercise his own judgment as to the time when, place where, and the manner of teaching it. Freedom, taught as it should be taught, in the homes, in the schools, and in the churches, is the true foundation of the State. Founded upon that, with the blessing of Heaven, it will last. Founded upon anything else, it will fall.

The President and Secretary were authorized to appoint a delegate to attend the next State Association of the Teachers of Maine.

Prof. Alpheus Crosby resumed the discussion of the subject before the Association. He thought the next step for teachers to take, was to secure for themselves a more definite professional standing. Nowhere are professional privileges of teachers more scanty than in Massachusetts. In England and Canada the teacher has a definite position. He is examined by a competent board, and is then recognized by the public as a teacher, and is not to be re-examined by every body of men that may chance to hold public office for a year. These professional privileges are freely accorded, as a matter of course, to every other profession, and they should be granted to teachers. The teacher may then soar with less restraint into that higher region, where it is such joy, where it is such honor, where it is such usefulness, and I may say, such glory to be, the high air of religion, philanthropy, and patriotism.

The discussion was continued by Messrs. Sherwin of Boston, Hon. Richard Frothingham of Boston, Mr. Alcott of Concord, and Mr. H. R. Greene of Worcester.

EVENING SESSION.

The Association listened to brief addresses from H. L. Sawyer, Esq., of Concord, N. H., Mr. Goldthwaite of Longmeadow, James A. Page, Esq., of Boston,

Rev. B. G. Northrop of Saxonville, Prof. L. B. Munroe of Chelsea, Mr. Philbrick of Boston, Rev. Chas. Hammond of Monson, Mr. Newcomb of Dedham, Pres. Andrews of Marietta College, and Hon. Henry Barnard of Conn.

The following resolutions were unanimously adopted:

Resolved, — That we most gratefully acknowledge, and most heartily appreciate, the kindly and cordial welcome extended to us by Rev. Dr. Lothrop in behalf of the School Committee of the city, John D. Philbrick, Superintendent of the Public Schools of Boston, and Geo. B. Emerson, LL.D.

That we tender our thanks to Thomas Hill, D. D., President of Harvard College, and John D. Philbrick, Esq., for their excellent, learned, instructive, and deeply interesting lectures; to ex. Gov. Washburn and ex. Gov. Boutwell; to Rev. Mr. Northrop, to Messrs. Boydon, Crosby, and others for their pertinent, able, and soul-stirring addresses.

To the retiring Secretary, Mr. T. D. Adams, for his unceasing fidelity in discharging the duties of his office.

To the proprietors of the Parks, Marlboro', Adams, and Quincy Houses, for their generous allowance for the privilege of entertaining the Teachers of this Commonwealth.

To the officers of the railroads, known as the Boston and Maine, Boston and Lowell, Eastern, Old Colony and Fall River, Boston and Providence and New Bedford Branch, for their correspondingly generous appreciation of the privilege of conveying the teachers to their homes. Finally and emphatically, to the local Committee, for their liberal and thoughtful attention to our social culture.

At half past eight o'clock the regular exercises of the Association were closed, and, after singing a Doxology, the Association adjourned *sine die*.

By invitation of the local Committee, the Association repaired to Andrews' Hall, where a pleasant promenade was enjoyed, with excellent music, interspersed with a recitation by Prof. Munroe, and speeches from several gentlemen.

ENTOMOLOGY.

In a former article we alluded, in a rather random way, to certain books, pictures, and apparatus, which may be of service to the teacher, or to the parent, in fostering in the young a taste for the study of natural science, and in guiding them in the prosecution of such study. On reading over what we wrote, we see that in our rambling talk, — for the article was nothing more than that, — we omitted some things which were at our quill's end when we began.

We meant to say a word or two about the study of *Entomology*, as one of the branches of natural science which is almost always attractive to the young, if their attention is directed to it. Even children, three or four years old, become very fond of collecting insects, and of observing their habits and their transformations. If nothing else comes of these early investigations, they at least learn not to be afraid of harmless bugs and beetles, as often their elders are, whose one conception of an insect is that it is "a nasty thing that bites." It is surely better that they should be taught to admire the beauty of the innocent dragon-flies, than to know them only as "Devil's darning-needles, that will sew their mouths up." We remember how we religiously believed that startling scientific dogma, even when we

were old enough to go to a Grammar School, and how we used to travel a very circuitous route on our way home rather than cross a brook about which the Satanic seamsters much did congregate. Long after we had unlearned that lesson in popular entomology, the force of old association would sometimes make us dodge instinctively when we saw one of the beautiful creatures winging across our pathway. We need not refer to other familiar fictions of the sort — like those concerning earwigs, spiders, et cetera. How abominable that such monstrous and frightful falsehoods should make up the whole education of the great majority of people, in one of the most fascinating chapters of the great book of nature!

It is a singular fact that there should be but one book published in this country which may serve as a manual of the elements of Entomology, and that this one book should be so disguised by its title that you would never think of referring to it for such a purpose. We refer to Harris's "Insects Injurious to Vegetation," a new and elegant edition of which was published, a year or two ago, under the patronage of the State authorities of Massachusetts. If you wish to study Entomology, you could not desire a better guide to the principles of the science. The "Introduction" is an admirable epitome of the subject, and the whole book is a systematic treatise on Entomology, with illustrations taken from the insects of New England, those which are perfectly harmless no less than those which are mischievous. It is, of course, all the more practically useful to the student and to the teacher, from the fact that the insects which it describes most fully are those which are to be found in our own neighborhood. The book ought to be in every school library in Massachusetts. We cannot help thinking it almost a stupid oversight on the part of the publishers, that, in their advertisements, they have never called attention to the fact that the work has a value and an interest for the student in Entomology, and for the general reader, and not merely for the farmer who wishes to protect his fruit-trees and his grain-fields from mischievous insects.

Another book to which we ought to give a passing word, in this connection, is Jaeger's "Life of North American Insects." It does not, like Dr. Harris's treatise, contain a systematic outline of the science, but, in a somewhat rambling style, it gives a good deal of information about our native insects, which you will find interesting and instructive. It is a much smaller and less elaborate work than the other — a duodecimo of some three hundred pages, illustrated with wood-cuts — but it is well worth a place beside it in the school library, or on your book-shelf at home. Having these two volumes, you have absolutely the sum total of the popular entomological literature of America. There is nothing else even of a purely scientific character, except Say's "American Entomology," an elaborate and costly work, never completed, and a monograph, by LeComte, on certain genera of butterflies.

Other dropped stitches of our former talk, we may "take up" at another time.

M. S. E.

ROLL OF HONOR, STATE NORMAL SCHOOL, BRIDGEWATER, MASS. — Wallace A. Putnam of Danvers, who served for twenty-one months as a Lieutenant in the 10th Massachusetts regiment, has been commissioned Captain of Co. D, 56th Massachusetts regiment (Veteran Volunteers.)

MAINE AND MASSACHUSETTS.

ON the last afternoon of our session, a letter was received from E. P. Weston, the President of the Maine State Teachers' Association, requesting the appointment of a delegate to that body, then in session at Bath, Me. Mr. Northrop was instructed to reply, and as we learn, the following despatch "was welcomed with hearty cheers" by the Maine Association:

E. P. WESTON, Esq.,

Dear Sir,—Your letter is received at too late an hour to permit our sending a delegate to your present meeting. Our Association has just voted unanimously to appoint a delegate to your body next year, and we hope to have the privilege of welcoming one from you. Please to present our most cordial greetings to the teachers of the noble Pine-tree State.

In reply, the following telegram was received:

WM. E. SHELDON, Pres. —The greetings of this body are cordially extended to the Massachusetts Association; and in the proposed exchange of delegates, we hail the nearer relation of the educational bodies of these States, and hope that Maine may prove the worthy daughter of a most worthy mother.

TEACHERS' INSTITUTES.

THE autumn series of five Teachers' Institutes was very successful, closing with one at Greenfield, where nearly three hundred teachers were present. Lectures were given by Hon. J. White, Rev. B. G. Northrop, S. Tenney, Prof. Russell, Lowell Mason, L. B. Munroe, and also by Charles Northend, President of the American Institute of Instruction, William E. Sheldon, President of the Massachusetts Teachers' Association, Dr. Dio Lewis, J. S. Adams, Secretary of the Vermont Board of Education, and J. W. Dickinson and Miss Melvina Mitchell of the Westfield Normal Schools.

At the West Medway Institute, besides the regular instructors, lectures were given by E. A. Sheldon, Superintendent of the Oswego schools, Rev. William M. Thayer of Franklin, author of the *Pioneer Boy*, etc., and Gen. H. K. Oliver. At Amesbury, by Rev. B. P. Horsford of Haverhill, Gen. Oliver, and Hon. George S. Hillard of Boston, at Leicester by Ex Gov. Emory Washburne, Gen. Oliver, H. R. Green, J. K. Lombard of Worcester, and Prof. S. S. Green. The admirable military drills, daily given by the members of the Leicester Academy, added much to the attractions of the week. At Longmeadow one evening lecture was given by Hon. Henry Barnard of Connecticut, one by Dr. Dio Lewis, and the closing address of Friday afternoon by William E. Sheldon of West Newton.

An unusual number of clergymen of different denominations were present at all these sessions. Among them may be named the venerable Dr. Ide of West Medway, and Dr. Nelson of Leicester, Rev. A. B. Muzzey of Newburyport, and with a single exception occasioned by illness, all of the clergymen in each of the towns where the sessions were held, and many others from other towns, some of whom came more than twenty miles. The clergy of New England have ever been the friends of education.

"HE NEVER LAUGHS."

A FEW days since, in meeting the school committee of — the question arose — "Why did you not employ the teacher we recommended for your high school?" The answer given was — "His testimonials were ample — scholarship superior, and former success very great. But in one respect the man has changed, and *now* he never laughs." That committee believe that the teacher who "never laughs" cannot sympathize with the cheerful spirit of childhood, so as to win the hearts or stimulate the juvenile mind. A habit of cheerfulness is alike the interest and duty of the teacher.

CHARLES ANSORGE, ESQ.

THE pressure on our columns denies us the pleasure of giving in full a welcome letter just received from this esteemed friend and former associate. He gives a pleasant account of his impressions of the Chicago schools. The Principals of the several schools devote only half of their time to their classes, and the rest to the general supervision of the different departments. The teachers of the city meet once a month for discussion and mutual improvement. By vote of the school committee, the teachers are forbidden to draw "politics" into their discussions; and the slightest allusion, not only to slavery, but even to loyalty and patriotism, is called "politics" by some sensitive members of the Board. On this ground, an essay by a lady, read at a late meeting, was criticized by the presiding officer.

LAUGHTER.

DR. ISAAC RAY, Superintendent of the Butler Hospital for the Insane, in Providence, R. I., says, in his last report, that a hearty laugh is more desirable for mental health than any exercise of the reasoning faculties. He has high references for amusements, and laments deeply the prevalence of the unamusable temperament among our countrymen. The worst consequences of this appear after it has driven them into a mad-house. In the same report he says: "I believe — and it is in some measure the result of considerable observation of various psychological states — that in this age of fast living nothing can be relied upon more surely for preserving the healthy balance of the mental faculties than an earnest, practical conviction of the great truths of Christianity."

The Chairman of the Finance Committee would be happy to receive subscription money, as early in the year as convenient.

INTELLIGENCE.

PERSONAL.

J. K. Lombard, Esq., has resigned his position in the Worcester High School, and removes to New York State. Mr. Lombard was formerly one of the monthly editors of the *Teacher*. His pupils presented him with a library of valuable books at the close of his labors with them, a few weeks since.

Josiah K. Hunt has resigned his position as Principal of the Grammar School at Greenfield.

Dwight Clark, who has been for the last year city messenger of Springfield, has resigned that position, and has been appointed Principal of the First Intermediate School on Charles Street, in that city, with the supervision of the other Intermediate and the two Primary Schools in the same building.

Miss Elizabeth Hinckley, who has been Preceptress at Williston Seminary, Easthampton, for eight years, has resigned her position, and is to be succeeded by *Miss S. E. Chapin*, late of the Public Schools at Amherst.

APPOINTMENT ON THE BOARD OF EDUCATION. — The Governor, with the advice and consent of the Council, has appointed *John D. Philbrick, Esq.*, Superintendent of Schools in this city, to be a member of the Board of Education, in place of *Rev. Dr. Haven*, resigned.

C. W. Carter, Esq., for five or six years teacher of the West Grammar School, Fitchburg, has been appointed Principal of the Central Grammar School, Woburn.

Mr. M. M. Tracy, late of the Barre High School, has become Principal of the Framingham High School.

Rev. S. Gerard Norcross has resigned the principalship of the Saxonville High School, and taken a Boarding School near Pittsburg, Pa. *John W. Allard* of Dover, N. H., has been appointed Principal of the Saxonville High School.

We recently had a pleasant interview with *A. P. Kelsey, Esq.*, late of the New York State Normal School, who is expected to take charge of the "Western State Normal School," to be opened in Farmington, Me., in September next. He is now making a tour of observation in the Normal Schools of Massachusetts and other States.

Geo. S. Houghton has resigned his place as Master of one of the Grammar Schools of Dorchester, and is teaching in the Adams School, East Boston.

J. W. Cross, Jr., has tendered his resignation of the Principalship of the Powers Institute, at Bernardston, to take effect at the close of the present term. He has taught successfully in Public Schools for six years, and proposes to open a Boarding School in Sterling in April next.

Prof. Packard, son of Prof. A. S. Packard of Bowdoin College, has been transferred from the chair of Modern Languages to that of Greek Language and Literature in Dartmouth College, recently made vacant by the deeply lamented death of that accomplished scholar, Prof. J. N. Putnam.

Mr. Abner E. Gibbs, a graduate of Westfield Normal School, has become Principal of the High School in Ware.

George B. King, a graduate of Westfield, is to be the Principal of the Truant School about to be established in Worcester.

E. A. Sheldon, Superintendent of the schools of Oswego, recently visited the Normal School at Westfield. In a letter just received, he expresses his admiration of this Institution, the only one of our Normal Schools which he was able to visit. He has engaged Miss E. Antoinette Whipple, a recent graduate, to teach one of his "Object Schools" in Oswego.

Miss Margaret McGregor, late of the Woburn High School, has become assistant teacher in the Salem High School.

Married, at Norton, November 25th, *George H Howison, Esq.*, Principal of the Classical and High School, Salem, and *Miss Lois T. Caswell*, First Assistant in the School. We are glad to learn that Mrs. Howison's valuable services in the School will not be discontinued on account of her change of name.

Miss Mary C. Spafford, a graduate of the Salem Normal School, has recently been appointed an Instructor in that School.

Miss Lucy P. Brown, graduate of Framingham Normal School, has been appointed Principal of the Centre Grammar School in Bedford.

Miss Harriet A. Rice, graduate of Framingham, has been appointed assistant in the High School of Clinton, Mass.

Miss Mary F. Perkins, also a graduate of Framingham, is now assistant in the Eliot Grammar School of Boston.

Geo. H. Martin, graduate of Bridgewater Normal School, is teaching the Grammar School in Danvers.

We are glad to learn that *Dr. Dio Lewis* has been elected one of the School Committee of Boston.

Edward H. Peabody, a graduate of Bridgewater, has taken charge of the Grammar School in Barnstable.

J. Milton Hall, also a graduate of Bridgewater, has been appointed assistant teacher in the Westboro' Reform School.

Miss Fanny Kilburn, from the Bridgewater Normal School, is teaching a Grammar School in West Boylston.

Miss Sophronia Lane, a graduate of the same school, has been appointed Principal of the Grammar School in Medfield.

John M. Colcord, of the Phillips School, Boston, died suddenly, Nov. 13. His death was caused by a malignant pustule on the lip.

In examining the Phillips School, we were always very pleasantly impressed with the appearance of his pupils. He seemed to inspire them with his own enthusiasm. In a late visit to his former room, we found his scholars most affectionately cherishing his memory, and deeply deploring their loss of a true benefactor, a devoted friend, and a faithful and conscientious teacher. Mr. Colcord was one of the School Committee of Needham, and devoted his Wednesday afternoons largely to the improvement of the schools of that town. He had been Usher in the Phillips School since its organization in 1844.

EDUCATIONAL INTELLIGENCE.

THE trustees of the State Agricultural College have chosen Governor Andrew President, and Charles L. Flint Secretary. A committee has been appointed to raise the funds required by law to put the college into operation, and to receive and consider proposals concerning its location.

THE boys in the Westboro' Reform School each knit a pair of socks for the great sanitary fair held in Boston last month. This school has already sent 386 graduates into the army.

THE first free school for colored children in Washington has just been opened, and has an evening school for adults in connection with it.

THE College for Imbeciles at Salisbury — endowed in part by the State — will be ready for occupation in a few weeks.

BOOK NOTICES.

THE CAPITAL OF THE TYCOON: A Narrative of a Three Years' Residence in Japan. By SIR RUTHERFORD ALCOCK, K. C. B., Her Majesty's Envoy Extraordinary and Minister Plenipotentiary in Japan. With Maps and numerous Illustrations. In *two* volumes. New York: Harper & Brothers. 1863. For sale by A. Williams & Co., Boston.

These volumes introduce the reader into the midst of that singular people, concerning whom there has been a great deficiency of accurate knowledge. At the present time everything that relates to the Japanese Empire is of interest to the thoughtful student. Our relations to that strange nation are such as render it important to obtain a knowledge of the government and social condition of a people who were, but recently, strangers among the civilized nations of the earth.

The author has unquestionably furnished the most accurate and valuable history of Japan yet produced. His opportunities, during a sojourn of three years, for personal observation with all classes and conditions—from the Tycoon to the humblest serf—fitted him in an eminent degree to unfold to the world the manners and habits of this almost unknown but populous Empire.

These are just such books as every faithful teacher of geography and history must read, to be successful in impressing correct ideas of the inhabitants of the earth, in their different conditions, upon the minds of the pupils.

Such reading will do more to fit the educator for his high mission than the perusal of all the second-rate novels in the land can do.

Children love to be informed in regard to the matters about which these books give information. Let the teacher present to his class, for instance, an abstract of Mr. Alcock's description of the capital of Japan and the views of the suburbs—recorded in chapter fifth, of the first volume—and a new interest would be awakened in the minds of the pupils that would stimulate them to learn more of Japan than any memoriter recitation from a text-book on geography would ever do.

The author expresses the opinion that a great change is taking place in the fundamental principles, which regulate the ruling powers and the subject in Japan.

A new social and political basis must be attained. It may be after an interval of violence and bloodshed. Certain it is that the civilized nations of the earth will not longer permit that system of seclusiveness, which for centuries they have maintained in the past, even though they murder every foreigner in the country or drive them from their shores by a system of terrorism. The time is at hand when they must yield to that law of nations which protects the interests of humanity and secures mutual advantages. Our brief space forbids such an extended notice as the great merits of this work would justify. We trust that the publishers who have offered these books to the American public will be amply compensated.

CHRESTOMATHIE FRANCAISE: A French Reading Book. By WILLIAM KNAPP, A. M., Professor of Modern Languages and Literature in Madison University. New York: Harper & Brothers, Publishers. 1863. pp. 480. For sale by A. Williams & Co., Boston.

This volume is one of a series of text-books, contemplated by the well-known publishers, for the study of the modern languages, suited to our colleges and seminaries of learning.

The selections contained in this book seem admirably adapted to the wants of students of the French language, both in style and construction — containing extracts from the best French Authors, viz: Molière, Racine, Boileau, Voltaire, Fenelon, Lamartine, La Place, Montesquieu, etc.

In Part I. fable, history, poetry, memoirs, oratory, etc., are represented in simple, pure styles of acknowledged excellence, with a few foot notes to aid in comprehending difficult idioms.

Part II. introduces the advanced learner among the best specimens of the literature, which can hardly fail to inspire him with a higher appreciation of the ability of the great authors.

Brief biographical notices are given which must prove convenient and useful.

Appended is a copious vocabulary — making it a complete text-book for the pupil. We heartily commend this Reader to the attention of all teachers of the modern languages.

THE SOCIAL CONDITION AND EDUCATION OF THE PEOPLE IN ENGLAND. By JOSEPH KAY, Esq., M. A., of Trinity College, Cambridge. New York: Harper & Brothers. 1863. pp. 323. For sale in Boston by A. Williams & Co., 100 Washington street.

"The best way to help the poor is to enable them to help themselves."

"The object of all government should be the happiness of the *majority* of the people."

This is a very valuable, and, at the present time, a particularly interesting volume.

The condition of the poor in the larger cities of America, is beginning to awaken the interest of all lovers of mankind, and demands the attention of every one who desires to bring our country to the highest type of modern civilization. In a Republic the education of all classes is an essential element for the prosperity of the nation, and if there is a certain per cent. of the poor in our large commercial cities and towns that do not receive proper instruction, there is an element of weakness which should not be suffered to exist.

This volume unfolds to us, in an exhaustive manner, the condition of the English poor, and enables us to contrast their state with the condition of the indigent among us. The author presents the results of his searching and extended investi-

gations in the following words: "*The poor of England are more depressed, more pauperized, more numerous in comparison to the other classes, more irreligious, and very much worse educated than the poor of any other European nation, solely excepting Russia, Turkey, South Italy, Portugal, and Spain.*"

This is certainly not a hopeful picture of our mother country; still, we believe that all who read the facts presented in this volume will not deny the correctness of the conclusion.

We trust this book will be read by the educated people of America, as it will warn them of the danger there is in allowing any to grow up in ignorance, and stimulate them to foster and guard our institutions with unceasing fidelity.

EDITH PRESCOTT, OR LESSONS OF HOME: being Aunt Bertha's Visit to the Elms. A Story for Children. By EMMA MARSHALL, author of "The Happy Days at Fernbank," etc., etc. Boston: A. Williams & Co. 1864. pp. 251.

Every faithful parent and teacher feels a deep solicitude about the kind of reading furnished for children. It is a pleasant privilege to commend a book like the one before us. It teaches noble lessons in a natural and life-like manner. Were such books, *only*, read by the youth of America, a purer morality would exist than is now found.

The popular publisher has brought out this volume in beautiful style, which will attract the children,—while the lessons so fitly foreshadowed by the following stanzas, will bless and make better the young reader who learns them:

"Think how simple things and lowly
Have a part in nature's plan,
How the great hath small beginnings,
And the child will be a man!"

"Little efforts work great actions;
Lessons in our childhood taught,
Mould the spirit of that temper
Whereby noblest deeds are wrought.

"Cherish, then, the gifts of childhood,
Use them gently, guard them well,
For their future growth and greatness
Who can measure—who can tell?"

HISTORY OF THE SIOUX WAR AND MASSACRES OF 1862 AND 1863. By ISAAC V. D. HEARD. New York: Harper & Brothers. For sale by A. Williams & Co.

The present work commences with the early history of the Western Indians and the dealings of our government with them. It shows how much of the troubles between them and the whites has arisen from the unjust treatment they have received, and the bad faith with which our treaties with them have been kept. It gives the details of the recent massacres, made up from personal knowledge and the testimony of the sufferers. It seems to be written in a candid and impartial spirit, and warmly urges the necessity of such measures as shall secure confidence on their part and promote their improvement.

At any other time than when the nation is struggling against a gigantic rebellion, this Sioux war would have attracted much greater attention than it has.

We are glad that the history of this episode of our times has been so well preserved. The book is issued in admirable style, reflecting much credit upon the enterprising publishers.

COLORED CARD-PICTURES :

We can cordially endorse all that our contributor, "M. S. E.," in the last number of the *Teacher*, said of the colored lithographs of birds, flowers, and mosses, published by L. Prang & Co., 159 Washington St., Boston. They are the best specimens of printing in colors that have been produced in this country. And, as "M. S. E." has told you, they are as cheap as they are charming, a dozen of them being sold for half a dollar. They are printed upon card-board, and are of the size of the ordinary *cartes de visite*; so that they can be used to give a pleasant variety to your photograph album — especially if you happen to have a big one, and find it slow work to fill it up with pictures.

Some of the prettiest and most exquisitely executed of these lithographs, are the series of *Autumn Leaves*. They reproduce, with the utmost perfection, the transient glories of the October foliage, the lavish brilliancy of that carnival of color in which Nature revels before entering upon the Lenten monotony of the white-robed winter. If the leaves, "clad in their Joseph-coat of many a dye," could be photographed just as they appear in the climax of their brief but splendid transfiguration, you would not have a more accurate or more beautiful picture than these lithographs. You cannot help thinking, at first, that the leaves themselves have been fastened to the card, and that some magic power has fixed indelibly the fleeting colors of their autumnal emblazonry.

Almost as perfect are the pictures of *Wild Flowers*. One series is devoted to those of June, others to July, August, and September. The botanical names are subjoined to the common ones, which makes them all the more convenient for use in teaching about the flowers at school or at home. In other series, we have *Roses* and *Garden Flowers*. Then there are the *Wood Mosses*, so delicate in foliage and so bright in their colors that you will not believe they are true to nature, unless you have studied them in their native haunts. It is well that the thousands who, having eyes, see not the finer print in "God's leafy book," should be reminded by these *Mosses* how much of the miniature loveliness in nature they fail to discover.

The *Butterflies and Moths of America*, are the subjects of several series, which are as beautiful as they are true to nature. These are flower-pictures, too, for the insects hover about blossoms as delicately tinted and gracefully wreathed as if they were the leading, and not a subordinate part of the group. The *Birds of America* and the *Humming Birds*, deserve the same emphatic commendation. All the series we heartily commend to teachers and parents, as very attractive and wonderfully cheap aids to familiar instruction in natural science, as "rewards of merit" for children, and as holiday gifts for young and old alike.

Prang & Co. publish, also, the unique edition of *Little Red Riding-hood*, which, just now, is in such high favor with critics of five or seven years old. And they have lately issued a series of "*Slate Pictures*," which will afford small folks endless amusement, and, at the same time, serve as excellent elementary lessons in drawing.

THE CONTINENTAL MONTHLY. December, 1863. New York.

The present number contains several articles of practical value at the present time. Such for instance are those entitled "The Nation," "The Great American Crisis," "Reconstruction," and "Virginia" — the last from the versatile pen of H. T. Tuckerman. The lighter essays and the stories are also readable and entertaining. The next number begins a new volume.